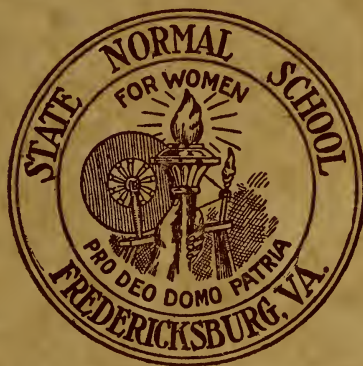


Vol. I

JUNE, 1915

No. 2

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OF THE
STATE NORMAL SCHOOL
FREDERICKSBURG, VA.



Fourth Annual Catalogue

CATALOGUE 1914-1915

::

ANNOUNCEMENTS 1915-1916

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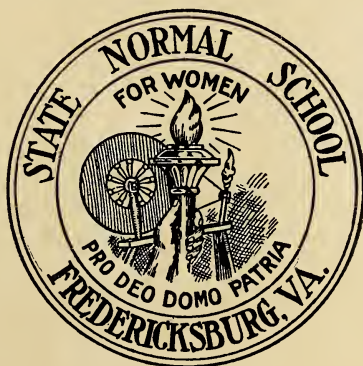
RUSSELL HALL, FRONTING GROVE

FOURTH ANNUAL CATALOGUE

State Normal School

For Women

Fredericksburg, Virginia



CATALOGUE FOR 1914 - 1915

ANNOUNCEMENTS FOR 1915-1916

Session Opens September 9, 1915

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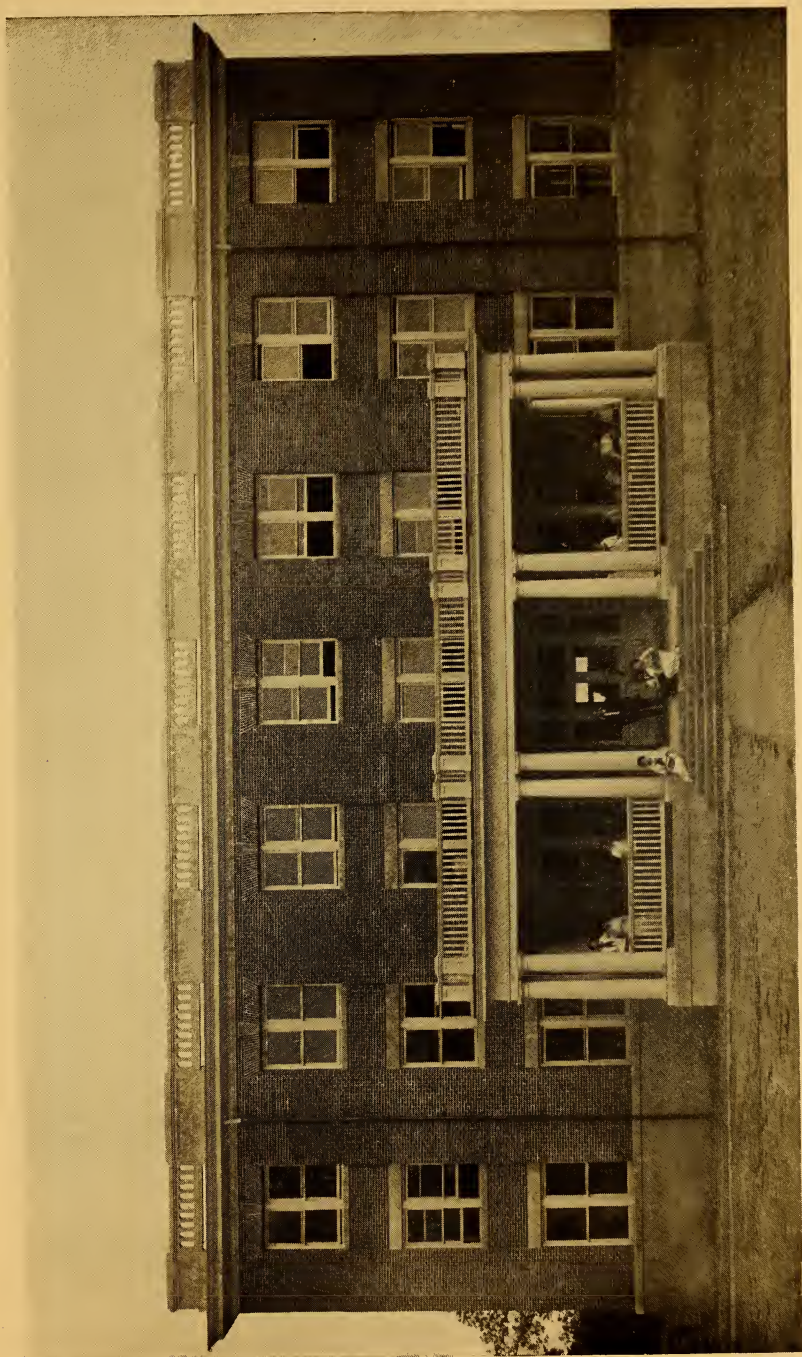
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VIEW FROM SCHOOL GARDENS





VIRGINIA HALL

A Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

1915

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30



RUSSELL HALL



Calendar 1915-16

Session Opens.....	September 9th
Thanksgiving Holiday.....	November 25th and 26th
Christmas Holiday.....	December 21st to January 3d, inclusive
First Term Closes.....	January 28th
Second Term Begins.....	January 31st
Session Closes.....	June 5th
Registration and Classification of New Students.....	September 9th
Registration and Classification of Old Students.....	September 10th
Entrance Examinations	September 13th
Class Work Begins.....	September 13th
Students' Report Periods End.....	{ November 15th
	January 25th
	March 20th
	May 30th

NOTE

The dormitory will be open for boarders and dinner will be served on Wednesday, September 8th. All new students and former students, who are candidates for special examinations, will report to the Dean on September 9th and 10th, so that they will be ready for special examinations September 13th.

Students returning late after holidays will be given zero on every recitation missed unless excused by the Dean.

As noted in the calendar, the second term begins January 31st. New classes are formed at that time and students who find it impossible to enter in September are urged to enter on that date.

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A. STUART ROBERTSON, *Secretary-Auditor*, Staunton, Va.

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MESSRS. SHEWMAKE, RUSSELL, WHITE, AND SHACKELFORD

CORRELATION OF COURSE OF STUDY

MESSRS. SHEWMAKE, LOCKER, AND SHACKELFORD



FRANCES WILLARD HALL

FACULTY

Session 1914-1915

The order in which the names occur has no special significance.

E. H. RUSSELL

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Richmond City High School, Richmond College, and V. M. I.; Principal of Schools at Pulaski City; Commandant at Fishburne Military Academy; Superintendent of Schools, Bristol, Va.; State School Examiner; Founder and Conductor of Summer School for Teachers at Emory and Henry College; Conductor Summer School at Fredericksburg, Va.; President State Teachers' Association, 1914.

A. B. CHANDLER, JR., B. A., M. A.

DEAN AND RURAL SCHOOL PROBLEMS

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of *News-Leader*.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.

BUNYAN Y. TYNER, B. A., M. A.**EDUCATION**

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina.

VIRGINIA E. STONE**TRAINING SCHOOL SUPERVISOR**

Graduate Farmville State Normal; Experience in Public-School Work; Instructor in Primary Work and Reading in several Summer Schools in Virginia; Special Work at Teachers' College, Columbia University; Primary Supervisor State Normal School, Farmville; Diploma in Primary Supervision, Teachers' College, Columbia University.

FRANCES L. WITHERS**HOUSEHOLD ARTS**

Educated at Chester (S. C.) High School; Clifford (S. C.) Seminary; Martha Washington College; Teachers' College, Columbia University; Summer Courses at Winthrop and University of Virginia; several years Teacher in Primary and Grammar Grades in South Carolina; Household Arts Department in Newman Manual Training School, New Orleans.

OLIVE M. HINMAN**MANUAL TRAINING AND DRAWING**

Educated under Private Tutors in Norfolk and Atlanta; Graduate Farmville State Normal; Special Student in Chicago and New York; Special Drawing Demonstrator for Prang Co. in several States; Supervisor of Drawing, Columbia, Pa.; Teacher of Drawing in several Virginia Summer Schools; Student of Fine Arts at Columbia; Fine Arts Diploma from Teachers' College; Teacher in Summer School of University of Vermont.

VIRGINIA M. GOOLRICK, B. S.**HISTORY**

Educated in Private and Public Schools and the High School of Fredericksburg; Summer Courses at University of Virginia and Columbia University; B. S. of Columbia University; Two Years' Course at Teachers' College; Diploma in History, Teachers' College; Instructor in Virginia Summer Schools; Teacher in Public Schools of Fredericksburg; Scholarship in History at Teachers' College, 1910-11.



THE PRESIDENT'S HOME



DORA J. DADMUN, A. B.

ENGLISH

Educated in High School, Watertown, Mass.; A. B. in Liberal Arts, Boston University; Summer Work at Harvard and Chautauqua; experience as Teacher in McCollom Institute, New Hampshire; West Virginia Conference Seminary; Principal and Superintendent of Schools, Wilmington, Mass.; Principal Hopkins Academy, Hadley, Mass.

ETHEL BLACK, B. A., M. A.

LATIN AND MODERN LANGUAGES

Preparatory Education in Public Schools of Norfolk, Va.; B. A., Randolph-Macon Woman's College; Teacher in Statesville Female College, Statesville, N. C.; Instructor in Latin in Randolph-Macon Woman's College; Holder of Curtis Scholarship at Columbia University; M. A., Columbia University.

EULA D. ATKINSON

RURAL ARTS

Graduate State Normal School, Florence, Ala.; Teachers' College, Columbia University; Chicago University Summer School; Supervisor of Training School of State Normal School, Jacksonville, Ala.; Supervisor of Rural Schools, Calhoun County, Alabama; Department of Rural Schools, Illinois Normal University, Normal, Ill.; Department of Rural Schools, Salem College, Salem, W. Va.

MARGARET E. FRASER

PUBLIC SCHOOL MUSIC

Educated in Boston Public Schools; Graduate in Piano, Harmony, and Counterpoint, Copley Square School of Music, Boston, Mass.; vocal instruction under private teachers, Boston, Mass.; Summer Work at Cornell University; Solo and Choir Work in churches of Boston, Mass.; Teacher of Music for eight years in Copley Square School of Music, Boston, Mass.; Teacher of Music in the Summer School, University of Virginia, 1914.

GUNYON M. HARRISON

ASSISTANT IN MATHEMATICS

Full Graduate V. M. I. in Electrical Engineering; Principal White Stone High School; served for several years in Electrical Department of Union Pacific Railroad; engaged in Electrical Engineering Contract Work in Fredericksburg.

SARAH ROSSETTER MARSHALL, A. B.**PHYSICAL EDUCATION AND PHYSIOLOGY AND HYGIENE**

Campbell-Hagerman College, Lexington, Ky.; A. B., University of Kentucky; Director Aesthetic Gymnastics, Summer School, University of Virginia, 1912-13-14-15; Director Physical Training, Margaret College, Kentucky; Instructor Classic Dancing, University of Kentucky; Director Physical Training, Lawrenceburg, Ky.

NORA C. WILLIS**INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO**

Educated in Public School of Fredericksburg; Graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University.

CHARLOTTE L. PEOPLES, A. B.**GRAMMAR GRADE SUPERVISOR AND ENGLISH**

Graduate of the Central Michigan Normal, and A. B. of the University of Michigan; experience in the Public Schools of Michigan; Instructor in English and History and Principal of the High School, Mancelona, Mich.; Principal of the Benzie County Normal, Frankfort, Mich.

MARION C. FORBES**REGISTRAR**

Graduate of State Female Normal School, Farmville; taught for several terms in Public Schools of Houston and Radford, Va.; Head of the Home at Woman's College, Richmond, Va.



FREDERICKSBURG PUBLIC SCHOOL, USED AS A TRAINING SCHOOL



Business and Home Departments

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WM. S. CHESLEY.....	<i>Business Manager</i>
ELIZABETH F. CHESLEY.....	<i>Secretary to the President</i>
MARION C. FORBES.....	<i>Head of the Home</i>
MRS. MARY B. CHEW.....	<i>Assistant to the Head of the Home</i>
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G. M. HARRISON.....	<i>Superintendent of Electric Plant and Machinery</i>
DR. C. MASON SMITH.....	<i>School Physician</i>

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MARION C. FORBES

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GUNYON M. HARRISON

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EULA D. ATKINSON

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DORA J. DADMUN

ETHEL BLACK

VIRGINIA M. GOOLRICK

OLIVE M. HINMAN

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MARGARET E. FRASER

NORA C. WILLIS

MARION C. FORBES

OLIVE M. HINMAN

SARAH R. MARSHALL

GUNYON M. HARRISON

The President is *ex officio* a member of all committees.



SECTION OF THE DINING-ROOM



Fredericksburg Public Schools

By an arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as the observation and training school for the State Normal School.

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FREDERICKSBURG PUBLIC SCHOOLS

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A. B. BOWERING, CLERK

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ELIZABETH ECHOLS WALKUP

FIRST GRADE

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ANNA KEIM

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SECOND GRADE

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THIRD GRADE

State Normal School, Farmville, Va.

SALLIE NORRIS

THIRD GRADE

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HELEN WINSTON, CRITIC TEACHER

FOURTH GRADE

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SELMA ULMAN

FOURTH GRADE

Fredericksburg Public Schools; Summer Session, University of Virginia; Summer School, Cornell University.

ELIZABETH RICE, CRITIC TEACHER

FIFTH GRADE

State Normal School, Farmville, Va.

MAGGIE HONEY

FIFTH GRADE

Fredericksburg Public Schools; Summer Session, Columbia University, N. Y.

MRS. EMMA EULISS

SIXTH GRADE

State Normal School, Farmville, Va.

MRS. A. M. KING

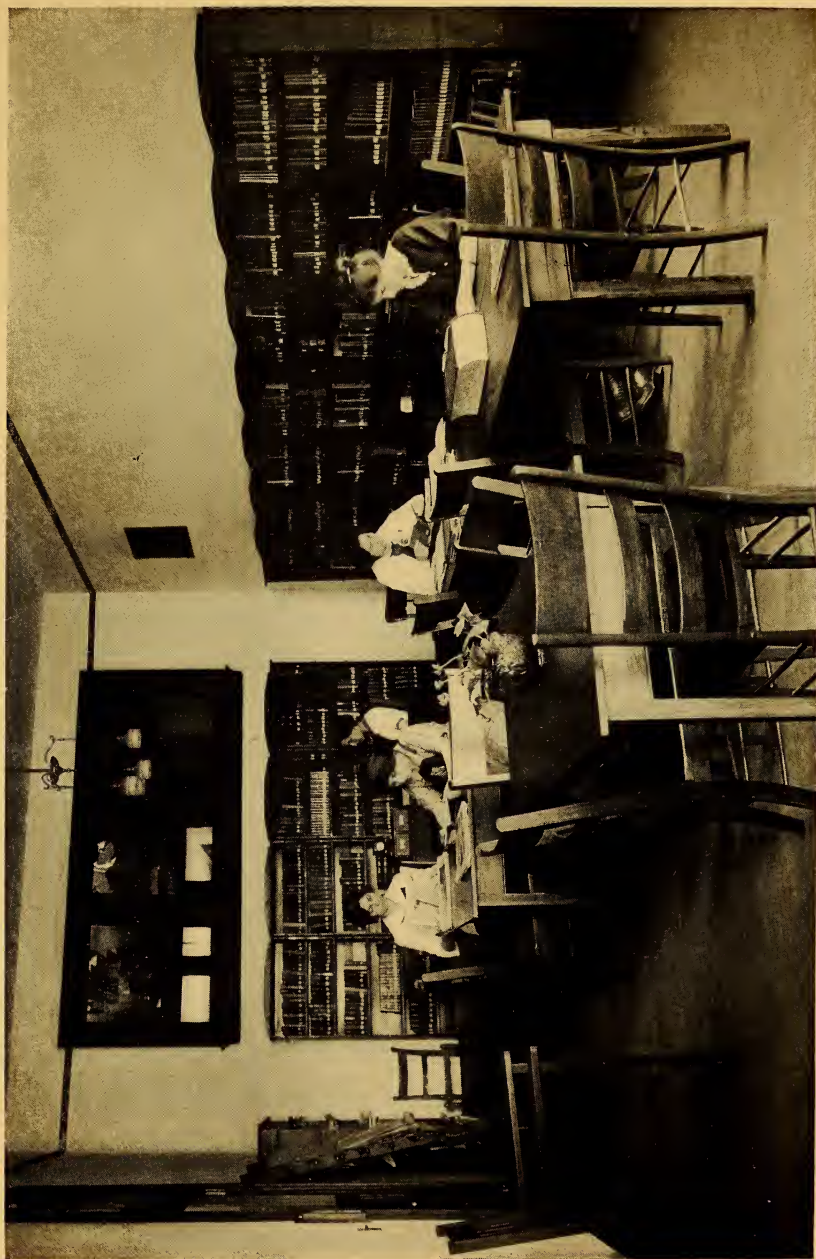
SIXTH GRADE

Private Schools.

MRS. ELIZABETH COURTNEY

SEVENTH GRADE

Fredericksburg Public Schools; various Summer Schools.



CORNER IN TEMPORARY LIBRARY



State Normal School

For Women

at Fredericksburg, Va.

HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Some of the provisions of that Act are:

First. That for the establishment of the State Normal School for Women at Fredericksburg the sum of \$25,000 should be available on and after February 28, 1909, upon the condition that the said school be established near or within the corporate limits of the city of Fredericksburg, in the county of Spottsylvania or Stafford; and upon the further condition that an appropriation of not less than \$20,000 be paid by the city of Fredericksburg and county of Spottsylvania or Stafford upon the establishment of the said school, and that the site and plans for the buildings for the said school be submitted, inspected, and approved by the State Board of Education.

Second. That the said school should be under the supervision, management, and government of the Board of Trustees, consisting of ten members appointed by the Governor and ratified by the Senate. The Superintendent of Public Instruction is to be an *ex-officio* member of said Board, and also a member of the Executive Committee, should such a committee be appointed by the Board.

Third. That said Board shall be a body corporate under the name and style of the State Normal School for Women at Fredericksburg, Virginia.

For a full text of this Act reference is made to pages 427-8-9 of the Acts of Assembly of 1908.

The General Assembly in 1910 made an additional appropriation for buildings and equipment of \$120,000.

The first Board of Trustees was appointed by Governor Claude A. Swanson.

Sufficient initial appropriations for the establishment of this school were made by the Legislature creating it, to provide two handsome buildings, a dormitory, and an administration building.

The Legislature of 1912, despite the depleted condition of the State Treasury, showed its allegiance to normal education and its friendliness to this school by sufficient additional appropriations to continue the work so auspiciously begun the first session of the school. The Legislature of 1914 added sufficient funds for an additional dormitory. The corner-stone of the administration building was laid July 4, 1911. Though neither building was quite completed the first session, the school began on schedule time, September 26, 1911.

THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of to-day who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvelous. This educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most commendable progress are visible in every section of the State. This progress has been due to a number of coöperative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally



VIEW FROM ATHLETIC GROUNDS



RELICS OF '62—CANNON PITTS, BATTLE OF FREDERICKSBURG



trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first, to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than

this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community, and in the State; in other words a normal-school graduate should mean more than a mere "school-marm." She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the students' home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.



OLD PLANK ROAD ENTRANCE



OLD PLANK ROAD



LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

Plans are now being carried out for laying off the grounds under the direction of an expert landscape architect so as to provide suitable driveways, walks, and terraces. As rapidly as money can be obtained for the purpose this work of beautifying the property will be pushed, till finally it will stand as one of the most beautiful schools in our entire Southland. Already the road through the grove has been graded, and the east front has been opened and greatly improved. The campus itself has been leveled and sown to grass.

THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Upon the completion this summer of the Richmond-Washington link of this highway, Fredericksburg will be connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Hundreds of tourists now visit the city every year and these undoubtedly will reach into the thousands upon the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for his seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the Nation during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the normal-school property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has recently adopted the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS

The Virginia Normal School Board at its recent meeting named the old dormitory Frances Willard Hall and the new one Virginia Hall.

The buildings, as the photographs show, are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.



STUDENT'S ROOM



CORNER OF SWIMMING-POOL



The basement of one of these buildings contains the heating plant, storage tanks, the electric-light plant, and the laundry.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Dean, and of the Business Manager; the library; the Y. W. C. A. room, and literary society halls.

The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of the new dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of tub and shower baths. The buildings are heated with steam and lighted with electricity.

Russell Hall, the handsome and imposing administration building, was named by the Board of Trustees in honor of E. H. Russell, the President of the school, as a testimonial to his services in connection with the establishment of the school. This building stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the faculty room, rest-rooms, the post-office and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, and other lecture rooms.

The second floor contains the departments of Household Arts, Chemistry, Physics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

THE NEW DORMITORY

The new dormitory is completed and will be occupied by students for the first time the coming session. It is a fireproof building, harmonizing in every particular with the other buildings. It is constructed from first-class material and will afford every convenience provided for in the other dormitory. This building will be called Virginia Hall.

SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The school has made wonderful progress in providing itself with furniture, equipment, and apparatus essential for good work. The Chemistry and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Industrial Arts Department occupies five large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of hand-work, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.



A MOMENT OF SUSPENSE



On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety. These with the rolling nature of the grounds and the rural surroundings constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school is planning to build and equip a hothouse for the use of this department.

Plans are also being developed for providing suitable yards for the scientific study of poultry.

The Household Arts Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, has been installed for use in the Department of Industrial and Commercial Geography.

Suitable equipment for the Biological Department will be added, according to the needs of the department, to supplement the equipment now on hand.

The school at present owns five pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art appreciation and other illustrated lectures, the school owns an excellent electric lantern and a balopticon.

A complete motion-picture outfit has also been installed in the school.

Plans are also being made to equip a Commercial Department, for the study of typewriting, stenography, bookkeeping, and a regular business course. This course will be offered as soon as practicable.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a committee of the faculty. It is a well-selected, working library of about 3,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The gymnasium is commodious and well equipped with suitable apparatus. The new athletic field affords opportunity for outdoor work when the weather is good. Realizing the necessity for the development of the strong, healthy woman, every student, unless excused by the physician, is required to take Physical Education. The aims of the course are twofold—the development of strong bodies, and the training of the students to teach exercises and games to the children of our State. This work is under the physical director, and consists of various forms of indoor and outdoor exercises and games.

Each student entering school is given a careful physical examination to ascertain her general health and the condition of all her vital organs. On the basis of this examination gymnasium work is assigned. A record of the condition of each student entering school is made in the fall, and at the close of the session the records are taken again, that improvement may be noted. The health of our students is excellent, and many cases of improvement have been noted during the session, both in increased weight, general development, and the correction of postural defects.

We are glad to state that the average weight of our students this year compares favorably with statistics made of the average girl.

ATHLETIC FIELD

A commodious athletic field has been constructed on that part of the property adjoining the school garden and only 200 yards from the buildings. Considerable money has been spent in grading and



THE TROPHY CUP



otherwise preparing these grounds for use by the students in out-of-door games and athletic events, and for instruction in directed play as an asset in school work. These grounds will certainly prove a most popular and helpful adjunct to the health and happiness of the student body.

SWIMMING-POOL

The physical director has charge also of the swimming-pool. This is very much enjoyed by the girls, not only in the warm months, but all the session, as the water may be heated at any time.

This pool gives opportunity both for excellent physical exercise, and, for every student who desires, to learn to swim. A number of girls learn to swim very readily, and many become quite proficient swimmers.

ATHLETICS

The membership in the Athletic Association includes all the students. The officers of the association, representatives from all the classes, and an athletic committee from the faculty form an executive committee to direct the athletics of the school. In addition to the regular required gymnastic work, students are encouraged to stay out of doors as much as possible, and to take part in all athletic exercises which are of interest and will prove physically beneficial. Such sports as tennis, basket-ball, baseball, target shooting, swimming, relay races, and other track events are entered into with enthusiasm. It is desired that the girls may be not only strong and vigorous, but that they may acquire a graceful control of the body—know how to stand and walk and carry themselves correctly. With this in view folk dancing is taught and encouraged.

A gymnasium exhibition was given in April, open to all the students. The contests were much enjoyed by all who witnessed them, and a silver cup was awarded by the school to the student excelling in grace, poise, and correctness of form.

BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry the past session in the interclass games. In addition, the varsity played their first game away from home, winning a very spirited game from the Richmond Y. W. C. A. on the latter's court.

But tennis during the spring commands the center of the athletic stage, and the interclass series in this branch of sport are full of

intense interest. Walking and other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of out-of-door exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

RIFLE CLUB

In connection with the athletics the students have a Rifle Club, membership in which is purely voluntary.

The object of this club is to teach the young women the care and use of light firearms, and give them a degree of confidence in the handling of them that every young woman living in the country should have.

The club is directed and instructed by Lieutenant G. M. Harrison, a member of the faculty, and every precaution is exercised to protect against accidents.

The students are enthusiastic in their interest and the results obtained are remarkable.

Regular target practice is given at stated intervals, affording excellent drills in judging distance, recognition of objects, and quickness in mental and physical coördination.

CAMP FIRES

No better aim in life could be given girls than the law of the Camp Fire, which is to:

Seek beauty,
Give service,
Pursue knowledge,
Be trustworthy,
Hold on to health,
Glorify work,
Be happy.

There are five Camp Fires in school, which are under the leadership of members of the faculty—The Battle-ground, the Shawondasee, the Wilderness, the Mudjekewis, and the Ishkoodah. The girls in all these camps are enthusiastic workers for honor beads in the honor groups, which are required and elective. These honor beads are awarded for various accomplishments in health craft, home craft, nature lore, camp craft, hand craft, business, and patriotism. All of these honors aid in developing a girl so that she becomes a helpful member of the community. Specifically this is done by teaching the



THE RIFLE CLUB



girls that the common things of daily life can be full of beauty, by forming habits making for health and vigor, and by giving the girls the opportunity for coöperation, comradeship, and self-government.

Membership in these Camp Fires is open to any girl who applies for it.

THE ATHLETIC TROPHY

The annual class contests for the silver trophy cup this year included the following events:

Basket-ball, tennis, folk dancing, walking, swimming, 50-yard dash, running high jump, throwing the baseball, relay races, standing broad jump, low hurdle race, potato relay race, target shooting, 75-yard dash, shuttle relay race, sack race, three-legged race.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. Field Day this year was May 15th. A great deal of interest and intense class rivalry was exhibited by all the students.

On Friday afternoon, May 14th, a May Day Festival was given in the grove, at which time the May Queen was crowned and the May Pole was wound by the Seniors. Spring songs, folk dances, and class colors made the occasion quite festive. The May Queen crowned the victors in the several athletic contests, and the trophy cup was presented the class winning the largest number of athletic events.

INSTRUMENTAL MUSIC

Special instruction is offered to students wishing to pursue the study of piano. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a musicianly appreciation and conception of the depth of beauty underlying the great art of piano-playing. Such music will be selected by the instructor as is adapted to the individual needs of the pupil. Each student is accountable to the instructor in this department for the tuition, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire. The school is equipped with pianos for practice—periods for which will be assigned by the piano instructor.

Rates as follows:

Piano instruction per four weeks.....	\$ 3.50
Piano instruction per twelve weeks.....	10.50
Practice per month, one hour daily.....	1.00

EXTENSION WORK

A large proportion of the Normal's graduates will be employed as teachers in the progressive rural communities. A system of rural Extension Work has been begun and will be continued during the 1915-1916 session, with a view to bringing the school into more direct touch with rural life.

Representatives of the school have aided at teachers' institutes in the nearby counties, have organized and stimulated civic improvement leagues, preached the gospel of good roads, advocated coöperative buying and marketing, and have sought to point out the advantages of corn and canning clubs, school fairs, and other aids to greater productivity and to the socialization of country life through the school. The school hopes to do more of this work in the future, and has in mind a more systematic and far-reaching plan of service than it has yet had the opportunity to undertake.

FIRST DISTRICT MEETING

The teachers of the First Congressional District held their meeting, which proved a largely attended and enthusiastic one, at the Normal School, April 25th and 26th. One of the most enjoyable features was the pleasure of welcoming so many of our former students who are now "on the firing line."

THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had experience in some phase of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.



GYMNASIUM—WAND DRILL



INDUSTRIAL ARTS—STUDYING PLANTS



In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

THE TRAINING SCHOOL

The Training School is a necessary adjunct of every normal school. It is a practical workshop and educational laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the Training School opportunity (1) to study child nature, (2) to observe correct methods in teaching, and (3) to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the Training School to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school.

Through an arrangement with the City School Board the Fredericksburg public school serves as the practice school for the Normal School. The relationship, therefore, between the two schools is intimate and cordial.

The Training School is a large and handsome three-story brick building, constructed, together with its equipment, at a cost of about \$45,000.00. All of the grades are represented in the school.

The enrollment of the Training School for the past session was over 900. Every effort is being made through the coöperation of the Normal School and the City School Board to raise the standard of excellence of the Training School so that it will become one of the model schools of the State in all of its departments. Most gratifying progress has been made in this direction during the past

few years. The School Board is more and more insistent that every teacher in the school shall be one of satisfactory professional equipment and successful experience. We do not aspire to ideal conditions except that the excellence of our Training School shall be that gained through skilled teachers handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public school as a Training School offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her teaching after graduation. We are glad for our students to have training here to meet problems that they are likely to meet in their future teaching.

For one term, from nine to twelve o'clock each day, the teaching Seniors largely have charge of the work in the Training School under the close supervision of the Supervisor and the critic teachers of their respective rooms. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility of the discipline and the class work is thrown upon the student teacher as far as consistent with the time to be used and the best interests of the children. Student teachers are also required to observe teaching one hour each day.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements, and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom, and a right attitude toward the serious work of training children.

EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battle of Fredericksburg, Chancellorsville, Spottsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Numerous excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.



THE BASKET-BALL SQUAD



Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

LECTURES AND ENTERTAINMENTS

In addition to the regular life the school seeks in various ways to promote the general culture of its students. From time to time lectures by men of note are given in the auditorium. Prominent among the speakers and entertainers during the past session were:

Dr. W. H. Heck, University of Virginia; Dr. Alfred Hall-Quest, University of Virginia; Dr. Henry Southwick, Boston; Miss Agnes Randolph, Richmond Board of Health; Mr. Taylor Scott, Baltimore; Dr. J. E. Hicks, Danville; Dr. Charles W. Kent, University of Virginia; Ben Greet Players, who presented "Midsummer Night's Dream" and "She Stoops to Conquer"; Miss Mabel Stone, Secretary for South Atlantic Field Y. W. C. A.; Miss Lala Guitner, Y. W. C. A. Missionary to India; Miss Lucy Coleman, Principal Training School for Kindergartners, Richmond; Mr. Rosewell Page, Second Auditor of Virginia.

Among the entertainments offered by the students were: Lee-Jackson Celebration; Carol Service and Christmas tree by Students' Activities Committee; "Refined Vaudeville," by Dramatic Club; Glee Club Concert; "An Afternoon with Mother Goose," by Mother Goose Club; "A Minstrel Show," by Junior Class; Gymnastic Tournament, by Physical Education classes; Open-Air Concert, by Glee Club and school chorus; Easter Song Service.

THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of thirty minutes set aside for chapel exercises. These services are conducted by some member of the faculty, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—To unite the girls of the institution in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief.

This organization plays an important part in the religious life of the students. It is inter-denominational, and has as its aim the deepening of the religious life of the school, and the fourfold development of each girl—i. e., the mental, physical, social, and spiritual. It gives opportunity for a girl to express herself in Christian service, for maintaining high standards among the students, and training for future leadership.

The students have shown marked interest in the work of the Y. W. C. A., there being enrolled this year over eighty per cent of the student body.

Meetings are held weekly. Many of these meetings are conducted by the students themselves, but at times members of the faculty, ministers from town, and other speakers assist in the service. The meetings are advertised by attractive posters, and are well attended by the girls. Fifteen minutes before breakfast each day Morning Watch is held in the Y. W. C. A. room. This is a simple service consisting of a hymn, Bible reading, and prayer, and it has proved helpful to the girls.

The Bible Study Committee, in the fall, organized three Bible Study classes with a total enrollment of nearly one hundred. In addition to these classes, a training class for teachers was arranged to be continued through the year that the more advanced students could be prepared for future teachers in Sunday schools. A large number of Juniors and Seniors have attended this class. At the beginning of the spring term the Bible Study classes completed their courses and were succeeded by three Mission Study classes. At the conclusion of the eight weeks' course, the Mission Study classes united in giving a Missionary Pageant, which portrayed the work of the Association in foreign countries.

The Social Service Committee has done a noteworthy work. This committee seeks to interest the girls in helping actual cases of need which arise. In coöperation with the social service organizations of Fredericksburg, the students have done practical missionary work in various parts of the town. In addition to this, Thanksgiving baskets were sent to poor families, and a few weeks later the girls filled a number of Christmas stockings for children in town, who would otherwise have had nothing. Flowers were sent to the sick, and



THE NIGHTINGALE CLUB



several times contributions have been made to relieve cases of extreme poverty and sickness.

The Association realizes the need for the development of the social instinct among the girls; to this end, a number of parties and social gatherings were held at different times during the year. An opening reception to the faculty and student body was given near the beginning of the session. The Social Committee seeks to establish friendly and cordial relations between all the students. Two entertainments were given for the benefit of the Conference Fund—a bazaar just before Christmas and a lawn party in the spring. Several delegates were sent to the Summer Conference, at Blue Ridge, N. C. It is felt that money is well spent in sending delegates to this conference, both because of the larger vision and inspiration the girls themselves receive, and for what they bring back to the school in increased enthusiasm, efficiency, and influence.

During the past year there was a decided advance along every line of Association work, and much greater progress is expected for the future.

The officers for the coming year are as follows:

President, Miriam Perrin, Ashland, Va.

Vice-President, Margaret White, Churchville, Va.

Secretary, Grace Beazley, Sparta, Va.

Treasurer, Charlotte Lawrence, Hague, Va.

Faculty Adviser, Eula D. Atkinson, Montgomery, Ala.

HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are provided for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best of trained nurses are provided in the Infirmary. The school bears all expenses of medical attention and nursing, except in cases of special private nursing and in the case of special operations.

DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or home discipline of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Russell Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.



MAKING BOX FURNITURE



ELEMENTARY HANDWORK



Special Aid to Students

STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia one session for every session she enjoys a scholarship.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spottsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running for five years.

Several organizations and persons are interested in establishing other scholarships.

STUDENT LOAN FUND

By special Act of the General Assembly an amount, equal to one per cent of the annual State appropriation for maintenance of the school, is set aside as a Students' Loan Fund. This affords a limited number of young women an opportunity to borrow an amount not to exceed \$100.00 per year each, to be paid back after the student begins teaching. The loan bears four per cent interest.

This fund is limited, and students wishing to apply for aid from this source must do so promptly.

STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts

to about \$150.00. The President of the school will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session of 1914-15 about twenty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our experience has been that the demand for assistance of this character has been much in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

LITERARY SOCIETIES

The students have two literary societies, which meet weekly. A large per cent of the students are members, and it is the policy of the school to urge every girl to ally herself with this work. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week.

HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Head of the Home, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and



INSTRUMENTAL MUSIC CLASS



rights of all. They enjoy our confidence, and very few fixed rules have been found to be necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and believe that they will do it. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

STUDENT GOVERNMENT

During the past session this school inaugurated student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session:

EXECUTIVE COMMITTEE

President, Theresa Lynch.

First Vice-President, Elizabeth Chenery.

Second Vice-President, Lucy Duval.

Secretary, Leam Flippin.

Senior Representatives—Anne Harris, Louise Henley, Marjorie Riker, Ruth Carter.

Junior Representatives—Clara Bailey, Caroline Hess, Elizabeth J. Smith.

Sophomore Representative—Mary Harwood.

Freshman Representatives—Elizabeth Harris, Anne E. Moncure.

Preparatory Representative—Thelma Frazer.

Sub-Preparatory Representative—Louise Luck.

Special Representative—Elsie King.

VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited.

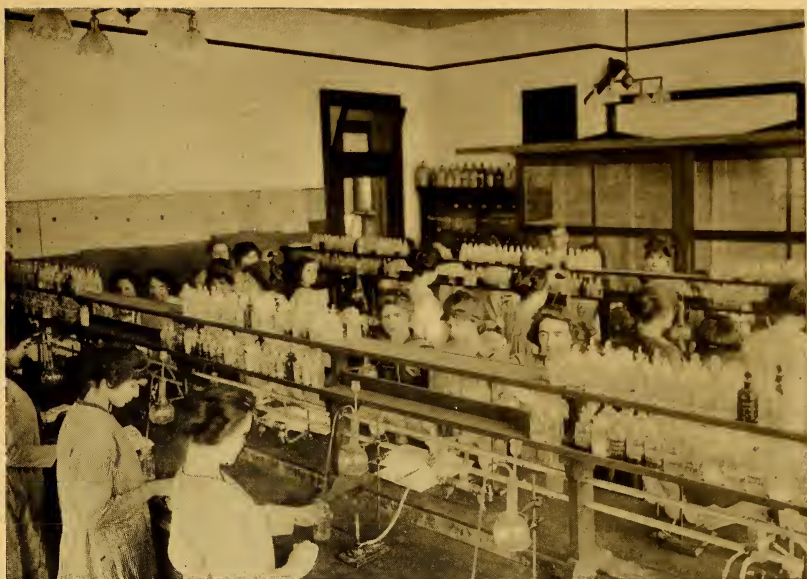
A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools. We do not presume to think our school is perfect. We do not presume to claim for a moment that every young woman who comes to the Fredericksburg Normal School will leave it as an ideal teacher, but we do claim that the professional instruction that she will receive here will make her a very much better teacher than she would have been, had she not received this instruction.

We want to help you place professionally trained teachers in your schools. If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend any one if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.



CLASS IN CHEMISTRY



CLASS IN DRAWING



POSITIONS FOR STUDENTS

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student, and will lend itself energetically at all times to the students in the matter of securing suitable positions.

EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than one session for every session during which she attends the Normal without paying tuition. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$135.00 per session, or \$15.00 per school month of four weeks each, payable in advance.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

BUSINESS CALENDAR

The dormitories will be open and dinner will be served on September 8th.

The first month ends October 7th.

The second month ends November 4th.

The third month ends December 2d.

The Christmas holiday begins December 21st and closes January 3d.

The fourth month ends January 17th.

The fifth month ends February 14th.

The sixth month ends March 13th.

The seventh month ends April 10th.

The eighth month ends May 8th.

The ninth month ends June 5th.

Students remaining at the school from December 21st to January 3d will be charged at the rate of \$4.00 per week.

Registration fee, \$3.00 a term. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school.

Medical fee, \$3.00 for the entire session; \$1.50 for the half session. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be \$5.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians four times during the session.

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Head of the Home, and drawn as needed.

COURSES OF STUDY

The courses of study have been arranged with a view to educating young women to meet the needs of Virginia conditions and to render the best service to their State. This is a Normal School and, as such, it accepts as its mission the preparation of its students to become the best-trained teachers for our public schools, or for useful and happy home life.



THE HANDICRAFTERS



To this end the school offers five courses, each leading to a full diploma, as follows:

Course I—To prepare for teaching the primary grades.

Course II—To prepare for teaching the intermediate and grammar grades.

Course III—To prepare for teaching the first and second high-school grades.

Course IV—A course in Household Arts.

Course V—A course in Industrial Arts.

All work in the Normal School is accredited by the State Board of Education toward a regular teacher's certificate. Detailed information about this will be furnished upon application to the Dean of the school.

Completion of any one of these five courses entitles the student to a full diploma. The possession of this diploma entitles the holder to the State Normal School Certificate, issued by the State Board of Education, good for ten years and renewable for a similar period from time to time.

All of these courses are based upon the completion of the work required of the first-grade Virginia high school, or its equivalent. While sixteen units are required, students who have fourteen units may enter the Junior work in these courses conditioned upon the two lacking units.

Students who complete the Junior work in any one of these courses, based upon sixteen high-school units, will receive a Junior State Normal Certificate, issued by the State Board of Education, good for seven years and renewable for a similar period from time to time.

SPECIAL COURSES

PROFESSIONAL FIRST-GRADE CERTIFICATE COURSE

Students holding first-grade certificates may enter the same professional class with graduates of a four-year high school, and, after successfully completing that year of professional work, will be issued by the State Board of Education a Professional First-Grade Certificate, good for seven years and renewable for a similar period from time to time.

HIGH-SCHOOL CERTIFICATE COURSE

Students who complete the work of the Sophomore or four-year high-school class, and find it impossible to return, will be issued a First-Grade High-School Certificate. This certificate is good for

two years and not renewable, but may be extended, provided that holders pursue successfully the prescribed State Reading Course.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan, if possible, to remain at the school and complete the course for a full diploma.

The school reserves the right not to organize any class unless there are at least five applicants.

No student may take but one foreign language the same session. A foreign language, to count for credit, must be studied for two years.

No student may take any subject that conflicts with the fixed program.

No student may enter in the High-School Department of this school unless she has exhausted her high-school facilities of her home school, except under special circumstances. Any applicants falling under this head should consult the President of the school.

ADMISSION AND CLASSIFICATION OF STUDENTS

The minimum age limit for entrance to this school is fifteen years. These units are those laid down by the State Board of Education for public high schools.

The credits to which the student is entitled will be decided by the Dean of the school and will be based upon the rating of State High Schools by the Department of Public Instruction and the certificate of the student's last principal, covering her former high-school work. Without this certificate, which should be procured and sent to the Dean before the session opens, the student must take an examination for entrance. Certificate blanks will be mailed on application.

NOTE: See end of catalogue for State High-School Course.

Summary of Courses of Study

FIRST-YEAR HIGH SCHOOL

English 11-12	5	5
Algebra 11-12	5	5
Physical Geography 11-12....	5	5
Ancient History 11-12.....	5	5
Physical Education 11-12.....	2	2
	<hr/>	<hr/>
	22	22

Elective allowed:

Latin 11-12	5	5
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SECOND-YEAR HIGH SCHOOL

English 21-22	5	5
Algebra 21-22	5	5
Med. & Mod. Hist. 21-22....	5	5
Bot. & Zool. 21-22 (with lab.)	5	5
Physical Education 21-22.....	2	2
	<hr/>	<hr/>
	22	22

Electives (one allowed):

Latin 21-22	5	5
Household Arts 21-22.....	5	5
Industrial Arts 21-22.....	5	5

THIRD-YEAR HIGH SCHOOL

English 31-32	5	5
Geometry 31-32	5	5
Economics 32	0	3
Drawing 31-32	2	2
English History 31.....	5	0
Music 31-32 (1st yr.).....	2	2
Industrial & Com. Geog. 31-32	2	3
Chemistry 31-32.....	3	3
Physical Education 31-32.....	2	2
	<hr/>	<hr/>
	26	25

Electives (one allowed):

Chemistry Laboratory 31-32...	5	5
Latin 31-32	5	5
German 31-32.....	5	5
French 31-32.....	5	5
Household Arts 31-32.....	5	5
Industrial Arts 31-32.....	5	5

FOURTH-YEAR HIGH SCHOOL

English 41-42	5	5
Amer. Hist. & Civics 41-42...	5	5
Music 41-42 (2d yr.).....	2	2
Drawing 41-42	2	2
Physics 41-42	3	3
Physical Education 41-42.....	2	2
	<hr/>	<hr/>
	19	19

Electives (one allowed):

Latin 41-42	5	5
French 41-42.....	5	5
German 41-42.....	5	5
Physics Laboratory 41-42....	5	5
Solid Geo. & Trig. 41-42....	5	5
Household Arts 41-42.....	5	5
Industrial Arts 41-42.....	5	5

Professional Courses

COURSE 1—JUNIOR YEAR—LEADING TO TEACHING IN THE PRIMARY GRADES

	1st Term	2d Term
English 51-52	3	3
Arithmetic Methods 52.....	0	3
Psychology 51	3	0
Child Psychology 52.....	0	3
Theory of Education 51-52.....	3	3
Primary Methods 51.....	3	0
Physical Education 51-52.....	2	2
Drawing 51-52.....	2	2
Geography Methods 51.....	2	0
Rural School Problems and Sanitation 52.....	3	0
Nature Study 51-52.....	2	2
Handwork 52.....	0	3
Observation and Discussion 52.....	0	2
Music 51-52 (same as Music 31-32).....	2	2
*Music Methods 51.....	(2)	(0)
*Drawing Methods 51.....	(2)	(0)
	<hr/> 25	<hr/> 25

COURSE 1—SENIOR YEAR—TEACHING SECTION

	1st Term	2d Term
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
Nature Study Methods 61.....	2	0
†Practice Teaching 61.....	14	14
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Music 61.....	2	0
Music Methods 62.....	0	2
Drawing 61	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
*Music Methods 61.....	(2)	(0)
*Drawing Methods 61.....	(2)	(0)
	<hr/> 27	<hr/> 25



TENNIS COURTS

COURSE 1—SENIOR YEAR—NON-TEACHING SECTION

	1st Term	2d Term
†English and Spelling Methods 61.....	3	3
History of Education 61-62.....	3	0
Educational Sociology 61-62.....	2	2
Nature Study Methods 61.....	2	0
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
School Administration and Management 61-62..	3	0
Music 61.....	2	0
Music Methods 62.....	0	2
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
†Health and Sanitation 61.....	2	2
†Educational Gymnastics 61.....	2	2
†Library Methods 61.....	1	1
*Music Methods 61.....	(2)	(0)
*Drawing Methods 61.....	(2)	(0)
	24	19

COURSE 2—JUNIOR YEAR—LEADING TO TEACHING IN THE INTERMEDIATE AND
GRAMMAR GRADES

	1st Term	2d Term
English 51-52.....	3	3
Arithmetic and Methods 51-52a.....	3	3
Psychology 51.....	3	0
Child Psychology 52.....	0	3
Theory of Education 51-52.....	3	3
Reading and Methods 51.....	3	0
Physical Education 51-52.....	2	2
Drawing 51-52.....	2	2
Geography Methods 51a.....	2	0
Rural School Problems and Sanitation 52.....	3	0
Nature Study 51-52.....	2	2
Handwork 52.....	0	3
Observation and Discussion 52.....	0	2
Music 51-52 (same as Music 31-32).....	2	2
*Music Methods 51.....	(2)	(0)
*Drawing Methods 51.....	(2)	(0)
	28	25

COURSE 2—SENIOR YEAR—TEACHING SECTION

	1st Term	2d Term
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
History Methods 61.....	2	0
†Practice Teaching 61.....	14	14
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Music 61.....	2	0
Music Methods 62.....	0	2
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
*Music Methods 61.....	(2)	(0)
*Drawing Methods 61.....	(2)	(0)
	<hr/> 27	<hr/> 25

COURSE 2—SENIOR YEAR—NON-TEACHING SECTION

	1st Term	2d Term
†English and Spelling Methods 61.....	3	3
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
History Methods 61.....	2	0
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
School Administration and Management 61-62..	3	0
Music 61.....	2	0
Music Methods 62.....	0	2
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
†Health and Sanitation 61.....	2	2
†Educational Gymnastics 61-62.....	2	2
†Library Methods 61.....	1	1
*Music Methods 61.....	(2)	(0)
*Drawing Methods 61.....	(2)	(0)
	<hr/> 24	<hr/> 19



THE DEUCE TENNIS CLUB

COURSE 3—JUNIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	1st Term	2d Term
English 51-52.....	3	3
Arithmetic 51.....	3	0
Psychology 51.....	3	0
Adolescent Psychology 52.....	0	3
Theory of Education 51-52.....	3	3
Reading and Expression 51.....	2	0
Physical Education 51-52.....	2	2
Drawing 51-52.....	2	2
Rural School Problems and Sanitation 52.....	0	3
Handwork 52.....	0	3
Observation and Discussion 52.....	0	2
Music 51-52 (same as Music 31-32).....	2	2
Ancient and Mediæval History 51-52.....	3	3
*Music Methods 51.....	(2)	(0)
*Drawing Methods 51.....	(2)	(0)
	23	26
Electives which may be substituted for subjects in this course other than educational subjects:		
Solid Geometry and Trigonometry 51-52.....	5	5
Latin and Methods 51-52.....	5	5
French 51-52.....	5	5
German 51-52.....	5	5
American History 51-52.....	5	5

SENIOR YEAR

This course will not be offered till 1916-17.

COURSE 4—JUNIOR YEAR—HOUSEHOLD ARTS

	1st Term	2d Term
English 51-52.....	3	3
Arithmetic Methods 52.....	0	3
Child Psychology 52.....	0	3
Theory of Education 51-52.....	3	3
Primary Methods 51.....	3	0
Rural School Problems and Sanitation 52.....	3	0
Drawing 51-52.....	2	2
Designing 51-52.....	2	2
Chemistry of Foods and Food Composition 51-52	3	2
Cooking and Dietetics 51-52.....	2	2
Dressmaking 51-52.....	3	3
Observation and Discussion 52.....	0	2
Physical Education 51-52.....	2	2
*Drawing Methods 51.....	(2)	(0)
	26	27

COURSE 4—SENIOR YEAR—TEACHING SECTION

	1st Term	2d Term
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
Industrial History 61-62.....	3	2
†Practice Teaching 61.....	8	8
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
Theory and Practice of Domestic Arts 61-62....	3	3
Theory and Practice of Domestic Science 61-62..	3	3
*Drawing Methods 61.....	(2)	(0)
	<hr/> 26	<hr/> 25

COURSE 4—SENIOR YEAR—NON-TEACHING SECTION

	1st Term	2d Term
†English and Spelling Methods 61.....	3	3
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
†Library Methods 61.....	1	1
Industrial History 61-62.....	3	2
Theory and Practice of Domestic Arts 61-62....	3	3
Theory and Practice of Domestic Science 61-62..	3	3
†Millinery 61-62.....	3	3
†History of Costumes 61-62.....	3	3
*Drawing Methods 61.....	(2)	(0)
	<hr/> 28	<hr/> 27

COURSE 5—JUNIOR YEAR—INDUSTRIAL ARTS

	1st Term	2d Term
English 51-52.....	3	3
Psychology 51.....	3	0
Child Psychology 52.....	0	3
Theory of Education 51-52.....	3	3
Primary Methods 51.....	3	0
Physical Education 51.....	2	0
Drawing 51-52.....	2	2
Rural School Problems and Sanitation 52.....	3	0
Nature Study 51-52.....	2	2
Handwork 52.....	0	3
Observation and Discussion 52.....	0	2
Home Mechanics 51-52.....	2	2
Theory and Practice of Industrial Arts 51-52....	3	3
Designing 51-52.....	2	2
Elementary Agriculture 51-52.....	3	3
Industrial Arithmetic 51.....	3	0
*Drawing Methods 51.....	(2)	(0)
	<hr/> 34	<hr/> 28

COURSE 5—SENIOR YEAR—TEACHING SECTION

	1st Term	2d Term
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
†Practice Teaching 61.....	8	8
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
Industrial History 61-62.....	3	2
Handwork 61-62.....	3	3
Agriculture and School Gardening 61-62.....	3	3
Home Mechanics 61-62.....	2	2
Drawing Methods 61.....	(2)	(0)
	<hr/> 30	<hr/> 27

COURSE 5—SENIOR YEAR—NON-TEACHING SECTION

	1st Term	2d Term
†English and Spelling Methods 61-62.....	3	3
History of Education 61.....	3	0
Educational Sociology 61-62.....	2	2
Art Appreciation 61-62.....	1	1
Philosophy of Education 62.....	0	3
Drawing 61.....	2	0
Drawing Methods 62.....	0	2
Educational Conference 61-62.....	1	1
†Library Methods 61.....	1	1
Handwork 61-62.....	3	3
Agriculture and School Gardening 61-62.....	5	5
Home Mechanics 61-62.....	2	2
Industrial History 61-62.....	3	2
†Observation and Discussion 61.....	2	2
*Drawing Methods 61.....	(2)	(0)
	<hr/> 28	<hr/> 27

NOTES

All students take chorus music twice per week for the session. Students found deficient in spelling will be assigned to a spelling class.

*These courses in methods are offered to those who have had the regular courses in these subjects for two years. Provision is also made for those who have had one year's work in drawing or music by sectioning the class. Students who have completed the music or drawing for any course may take the forward course, or may elect Household Arts or Industrial Arts in its stead.

†These subjects repeat for the second-term section of the class.

In addition to the courses here tabulated, a commercial course may be offered. Students interested should apply to the President of the school for information.



WOODROW WILSON LITERARY SOCIETY

Description of Courses

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature and growth is absolutely essential.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School.

JUNIOR YEAR

Theory of Education 51-52: A course based upon Psychology as applied to education, dealing with the organization and using of ideas, the utilization of time to the best advantage in study, the purpose and aim in education, the factors conditioning the teaching process, the management of the class hour, the methods of approach to the child mind, and the logical presentation of subject-matter. The soundest and most widely approved theories of teaching and the practicability of their application in our schools are fully discussed.

Texts: McMurray, *How to Study*; and Strayer, *The Teaching Process*.

Reference Books: Thorndike, *Principles of Teaching*; Earhart, *Teaching Children to Study*; Bagley, *The Educative Process*; Charters, *Methods of Teaching*.

Three periods per week for the session.

Psychology 51: This course is intended to give the future teacher a general knowledge of the underlying principles of education. The nervous system and the influence of the bodily condition upon mental

processes are studied. Especial attention is given to the instincts and capacities of the individual and the laws governing their growth and development.

Text: Thorndike, *Elements of Psychology*.

Parallel readings on subjects studied are assigned from time to time.

Three periods per week for the first term.

Child Psychology 52: It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescence, adulthood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care.

Texts: Kirkpatrick, *Fundamentals of Child Study*; Thorndike, *Individuality*, and *Notes on Child Study*. Other good texts by recognized authors on this subject are used as supplementary readings.

Three periods per week for the second term.

Adolescent Psychology 52: This course differs from *Child Psychology* in that it gives especial attention to the rapidly growing and developing boy and girl at what is very generally and rightly considered the most critical period of life—the period of growing independence and self-direction—when such a large percentage of students drop out of the schools. An attempt is made to give the teacher a clearer insight into the boy and girl nature of the "teens," so that the proper appeal may be made in teaching and managing the adolescent student.

Text: To be selected.

Three periods per week for the second term.

School Administration and Management 61-62: This course is intended to give the student an introduction to the general plan of the organization and administration of schools in the United States, and especially in Virginia. The course of study, classification, grading, promotion, and the daily program are prominent subjects of discussion. The relationship of the teacher to the superintendent, the trustees, the patrons, and the community is analyzed, and the duties of the above officials are pointed out. The utilization of spare time, the recess and noon periods, after school hours, and kindred topics are treated.



RUSSELL LITERARY SOCIETY

The subject will be taught topically so far as practicable. Readings from several authors will be required, and class reports will be made and discussed.

Texts: To be selected.

Three periods per week for one term.

Rural School Problems and School Sanitation 51: This should be an intensely interesting and practical course in which the problems connected with rural school work are discussed. These problems are clearly stated, the relation of the teacher and the school to them are ascertained and remedies sought. Especial stress is laid upon Virginia conditions. Free classroom discussion is provided for and encouraged. One of the most insistent of the problems of the rural school is that of school sanitation. The care of the child's health is of first importance, and the aim of this course is to acquaint the teacher with the schoolroom conditions that make for health, and those that tend to impair it. School buildings, proper lighting, heating, and ventilating, prevention of dust, sanitary desks and appliances, prevention of disease, discovering and remedying physical defects in children, proper exercise and diet are some of the most important topics of discussion.

Texts: Eggleston and Bruère, *The Work of the Rural School*; and Dresslar, *School Hygiene*. Additional readings are required.

Three periods per week for the first term.

Primary Methods 51: The purpose of this course is to lead teachers to a practical application of educational principles in teaching in primary grades. The course consists of methods of teaching (1) reading, (2) phonics, (3) language, (4) spelling, (5) writing in primary grades. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used. A systematic study of phonics precedes methods in teaching phonics. Approved methods of teaching writing and spelling in primary grades are presented to students. The work in language includes such topics as conversation lessons in primary grades, picture study, story-telling, oral and written reproduction of stories, written language of the first three grades. Reference reading is required in connection with primary methods in the first term and observation work during the second term. The students prepare full outlines or brief abstracts of articles pertaining to teaching and especially teaching in primary grades. The readings assigned are selected from educational magazines and such books as "How Two Hundred Children Live and Learn" (Reader); "Open-Air Schools" (Ayres); "The Normal Child and Primary Education" (Gesell).

Texts: Briggs and Coffman, Reading in the Public School; Smith, Teaching Poetry in the Grades.

Reference Books: Laing, Reading; Huey, The Psychology and Pedagogy of Reading; various manuals for teaching, different methods of reading; Suzzalo, The Teaching of Spelling.

Three periods per week for the first term.

Observation and Discussion 52: This course is required of all students taking professional work and precedes practice in teaching. Each section of the class observes the work in the Training School as done by trained teachers. The observation is followed by description and discussion of methods and principles of teaching as applicable to the particular lesson observed. The lessons observed show in sequence the same subject taught in the different grades, that prospective teachers, after studying subject-matter and methods, may see how to adapt the material and method of presentation to the development and ability of children of different grades and ages.

Two periods per week for the second term.

SENIOR YEAR

History of Education 61: In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Texts: Monroe, Briefer Course in the History of Education; and Parker, History of Modern Elementary Education.

References: Monroe, Cyclopedia of Education, Source Book of the History of Education; various educational treatises and reports.

Three periods per week for the first term.

Educational Sociology 61-62: This is a lecture course covering in an elementary way the intimate relation existing between society and its institutions, how the two stand in reciprocal relation, and how



SECTION OF GROVE

those things which affect one affect the other. Certain grave maladjustments in the society of to-day are pointed out, and some practical suggestions, from the standpoint of the school, are offered for their solution. The need of a social viewpoint in education, the course of study in the light of present demands, the school community, the playground, the school as a social center, and "education for social efficiency and good citizenship" are topics emphasized during the second term.

Short reports on current educational activities are made by the pupils from time to time during the year.

Parallel reading required of the students covers the main subjects treated in the lectures.

Two periods per week for the session.

Philosophy of Education 62: This course treats of the factors making for civilization—the home, the school, the vocation, the state, and the church. The subject of education is approached from each of the following scientific viewpoints: the Biological, the Physiological, the Psychological, the Sociological, and the Philosophical. The course aims to determine the real place of education in society, and its relation to the arts, religion, and right living—to give a broader conception of the field of education.

Text: Horne, *The Philosophy of Education*, and fuller texts on each of the phases of education studied.

Three periods per week for the second term.

Practice in Teaching 61: Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching by supervisors in the Training School form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1 and 2. Practice teaching is also given in courses 3, 4, and 5, with special attention to the course being taken. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student is expected to teach in two grades and to handle as many school subjects as may be for her good.

Fourteen periods per week for one term.

Practice Teaching in Household Arts 62: This course considers the relation of Household Arts to education; its relation to the curriculum, the planning of lessons, and of courses of study. Practice work consists in observation, assisting the instructor, and practice

teaching. The girls of the fifth and sixth grades of the Training School are taught the principles of sewing and cooking by the instructor in charge of this department. Teaching students observe these lessons and are required to do practice teaching under the supervision of the instructor.

Practice Teaching in Industrial Arts 61: This course is based upon the general principles outlined in the general course in practice teaching. Students are given opportunity to teach the subjects in this course in which they are especially interested. Sufficient practice teaching is given to secure ease and facility in presentation of subject-matter under as nearly normal conditions as it is possible to make.

Educational Conference 61-62: An hour is set aside for the head of the Department of Education and the Training School Supervisors to meet the Seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situation are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

One period per week for the session.

In addition to the above-outlined courses, special methods classes in the several departments are given in the following subjects: Mathematics, Geography, English, History, Domestic Science, Industrial Arts, Music.

See these departments for full statement of courses.

ENGLISH

There is no subject in the whole course which is more fundamental than English. Every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wider range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the



TIFF MOTHER GOOSE CLUB

difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no subject in which it is so necessary to be well prepared.

Requirements—Since no efforts to make good deficiencies after entrance are likely to be wholly successful on account of the pressure of the regular work, it is imperative that the entering student should be able to write a neat and legible hand, to spell well, and to read aloud fluently and intelligently.

English 11-12: This course includes a review of the principles of grammar, the writing of narrative and simple description, spelling, and the study of classics selected from the State list. The prerequisites for this course are the same as the State requirements for an accredited high school.

Texts: Smith, *Our Language*; Sandwick and Bacon, *High School Word Book*; and Brooks, *English Composition, Book I (Enlarged)*.

Five periods per week for the session.

English 21-22: The principles of rhetoric, which apply to the structure of the paragraph and the sentence, are taken up carefully. The writing of exposition is added to that of narrative and description. There is a good deal of practice in preparing outlines and expanding them into essays, as well as in outlining the classics read. The intention is to develop the ability to write clearly and correctly for practical purposes. The classics read are selected from those suggested in the State list.

Texts: Brooks, *English Composition, Book I (Enlarged)*; Sandwick and Bacon, *High School Word Book*; and Howe, *Primer of American Literature*.

Five periods per week for the session.

English 31-32: The writing from a plan is continued with a good deal of practice in descriptive and expository paragraphs. The principles of rhetoric are constantly applied to the texts read and some discrimination and appreciation of good literary work is secured with an elementary knowledge of versification.

Some reading aloud is done and a genuine improvement is secured by a more purposive reading. Beside a considerable amount of poetry read in class and several works of fiction read outside, there is an attempt to make a careful study of one play, one novel, one essay, and one speech.

The constructive work in spelling is completed this year. The work is on the vocabularies of writers studied in the upper classes,

on lists of words easily confused, on technical words necessary to the student, and on words frequently mispronounced.

Texts: Canby and Opdycke, *Elements of Composition*; Sandwick and Bacon, *High School Word Book*. The classics are from the State list.

Five periods per week for the session.

English 41-42: The study of more advanced composition is taken up with due attention to grammar and further practice in the various kinds of writing, including argument. English literary history is studied, and selected classics from the State list. There is a special class in spelling.

Texts: Brooks, *English Composition*, Book II; Long, *English Literature*.

Five periods per week for the session.

English 51-52: The work is taken up from the standpoint of the teacher. It provides a valuable review and a somewhat more thorough knowledge of grammar than is generally secured in the lower schools. If the conditions favor it, the instructor desires to supplement the work by lectures on comparative grammar, the history of our tongue, and changes which have taken place and are now taking place in it.

In the second term the student is made familiar with forms of writing and literature especially necessary to the teacher. Letter-writing, literary appreciation, news-writing, and current literature are found to be helpful subjects for study and discussion.

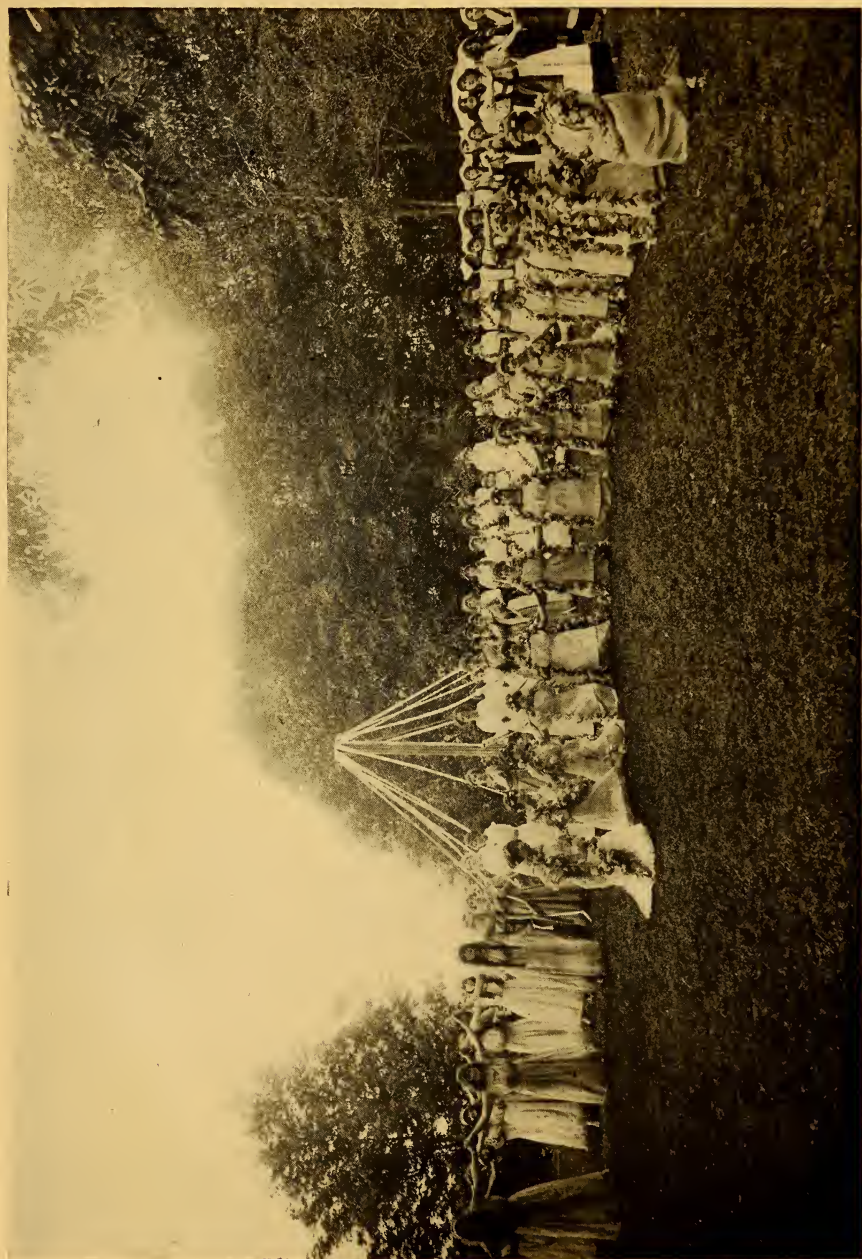
Texts: Emerson and Bender, Book II; Woolley, *Handbook of English Composition*.

Three periods per week for the session.

Reading and Expression 51: This is not a course in elocution, but one intended to assist those who are planning to teach English in the high school, to correct bad habits in reading, and to acquire good ones. Although a good voice is a natural gift, much may be done by faithful effort toward the development of a well-pitched and carefully modulated speaking voice. Such training saves the teacher's strength and the pupils' nerves; but beyond these gains is the pleasure to both from the successful interpretative reading of the works of great authors.

Texts: To be selected.

Two periods per week for the first term.



MAY-POLE DANCE

Reading and Methods 51: In this course reading is viewed from a broader standpoint than in Primary Methods. The importance and kinds of reading as well as methods in teaching reading in intermediate and grammar grades are considered. There is discussion of means of securing the best results in oral, silent, and parallel reading. This study of the teacher's preparation of reading lessons precedes the students' making and presenting to the class their own plans for teaching lessons in reading, story-telling, dramatization, and literature.

Texts: Briggs and Coffman, *Reading in Public Schools*; Smith, *Teaching Poetry in the Grades*.

Three periods per week for the first term.

English 61: Methods of teaching poetry, the novel, the play, the essay, the short story, and the oration are discussed. The dramatization of literature for the grammar grades receives attention. Methods of teaching language, spelling, and composition with all the problems involved are taken up as exhaustively as the time allows.

Texts: To be selected.

Three periods per week for one term.

Library Methods 61: Children's reading and the library for the school will be discussed. Lists of suitable books, the State work for libraries, the best publishers, prices, and other necessary information will be made familiar. The care of books, the preparation of card catalogues and their use, the classification and numbering of small libraries, and questions of library economy will be discussed in as practical a way as possible.

One period per week for the first term.

MATHEMATICS

In order to obtain good results, the teaching of "Methods" must be based upon a thorough working knowledge of the subject; therefore, the aim of this department is to give this knowledge, and to strengthen the weak points in previous mathematical training. A brief history of the development and growth of mathematics is taught in order to give a broader outlook of the subject. Practical and modern business methods are emphasized.

Algebra 11-12: This course covers the usual topics of algebra from the beginning to quadratic equations.

Text: Wells and Hart, *New High School Algebra*.

Five periods per week for the session.

Algebra 21-22: Prerequisite, Algebra 12 or an equivalent.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the session.

Plane Geometry 31-32: This course covers the usual theorems and constructions of a good text-book. Use is made of supplemental propositions and problems. Emphasis is placed upon systematical graphical solutions. Accurate drawing, using instruments, is required.

Text: Wentworth-Smith, Plane Geometry.

Five periods per week for the session.

Solid Geometry and Trigonometry 41-42: Prerequisite, Plane Geometry 32.

Texts: Wentworth-Smith, Solid Geometry; Robbins, Plane Trigonometry, with Tables.

Five periods per week for the session.

Arithmetic 51: This course is a systematic review of arithmetic, the aim being to develop the unity of the subject, to teach thoroughly the underlying principles, to train to systematic reasoning and clearness in statement, to obtain accuracy and rapidity in calculation, and to introduce commercial usages.

Text: Smith, Modern Arithmetic.

Three periods per week for the first term.

Methods in Arithmetic 52: This course is intended for those planning to teach in primary grades. It will cover the work in the first four grades and will present the subject from the teacher's standpoint, making a survey of the field; employing the number of experiences of the child as a basis for arithmetic. It will aim to develop and illustrate principles and methods of instruction, to present outlines for each grade, to introduce methods and devices for interesting the pupils, to briefly trace the history of mathematics as it relates to these grades, and to correlate arithmetic with other subjects of the grades. Class discussion will be based on observation of the work of the grades.

Texts: Walsh, Methods in Arithmetic; McMurry, Special Methods in Arithmetic.

Three periods per week for the second term.

Methods in Arithmetic 52a: This course is intended for those planning to teach in intermediate and grammar grades. The general

scope of the work will be the same as 52, but based upon the work and observation of the intermediate and grammar grades.

Texts: Same as in Methods in Arithmetic 52.

Solid Geometry and Trigonometry 51-52: This is the same course as Solid Geometry and Trigonometry 41-42.

Advanced Algebra 62: The completion of Algebra 22, or its equivalent, is the prerequisite of this course.

Text: Hall & Knight, Algebra for Colleges and Schools.

Three periods per week for the second term.

Methods in Algebra and Geometry 62a: This course is intended for teachers who are planning to teach in high schools.

Texts: Smith, The Teaching of Elementary Mathematics. Other texts to be selected.

Two periods per week for the second term.

Industrial Arithmetic 51: This course covers the problems of the Industrial Course of the school.

Text: To be selected.

Three periods per week for the first term.

NATURAL SCIENCE

At present this department embraces courses in Health and Sanitation, Botany, Zoölogy, Chemistry, Physics, and Chemistry of Food and Food Composition.

Botany and Zoölogy with Laboratory 21-22: This course is designed to give the student a more intelligent appreciation of her environment, and to form a basis for her work in Nature Study, Agriculture, and Household Arts.

Botany: In this course the parts of the plants are studied; plant physiology; conditions essential to plant growth; and plants in their relation to human welfare. Field trips replace laboratory work to a limited extent.

Zoölogy: This course comprises a study of the structure and habits of a few typical animals, such as butterflies, grasshoppers, flies, birds, frogs, and fish; a study of the functions of various animal organs, of the way organisms respond to environment, of the relation of lower animal life to human life, and of the way the happiness of human beings is affected by the animal life about them.

Texts: To be selected.

Five periods per week for the session.

Chemistry 31-32: This course is required of all students. It includes the completion of a standard text-book in order to give the student a comprehensive and connected view of the fundamental theories and laws of chemistry.

Instruction is given by lectures, demonstrations, and recitations. The lectures deal with fundamental theories and laws of the subject, the more common elements and their compounds, the application of chemistry to daily life, and are illustrated by many lecture-table demonstrations. Reference is made on all occasions to practical problems, especially to those of the farm and household.

The recitations deal with the subject-matter of the text, lectures, and demonstrations. Thorough drill is given in the solution of chemical problems.

Text: Morgan & Lyman, Chemistry and Laboratory Manual.

Three periods per week for the session.

Chemistry Laboratory 31-32: This course is required of all candidates for a full diploma who elect the scientific course.

Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to become keenly observant, to obtain knowledge of natural phenomena by directed experimentation, and to independently reason out the explanation of the phenomena observed. Beside the experiments connected with the text-book, the students will perform many experiments of a practical nature, both qualitative and quantitative. Complete and systematic notes of experiments are required. The form and composition of the notebooks are frequently criticized.

Text: To be selected.

Laboratory fee, \$2.00 for the session.

Three double periods per week for the session.

Physics 41-42: This course is required of all students. It includes the completion of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of elementary physics.

Instruction is given by lectures, demonstrations, and recitations. The lectures deal with the fundamental facts and laws of this subject and their application to daily life. These are illustrated by numerous lecture-table demonstrations. The recitations deal with the subject-matter of the text, lectures, and demonstrations. The general course is adapted to the needs of the students in the Arts Courses.

Text: Millikan & Gale, First Course in Physics (Revised).

Three periods per week for the session.



CROWNING THE VICTORS

Physics Laboratory 41-42: This course is required of all candidates for a full diploma who elect the scientific course. Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to obtain knowledge through directed experimentation, and to independently reason from the data obtained. Beside the experiments connected with the text-book, the student will perform many experiments of a practical nature. Complete and systematic notes are required.

Texts: To be selected.

Laboratory fee, \$2.00 for the session.

Three double periods per week for the session.

Chemistry of Food and Food Composition 51-53: This course embraces a study of foods from the raw state to the finished product. It includes experiments necessary to give a practical knowledge of the most fundamental theories and laws of chemistry, the properties of the elements and compounds which enter into the composition of foods, the separation, identification, and properties of food principles, the chemical methods employed in the examination of foods with reference to adulterations, imitations, etc., the examination of foods for adulteration, preservatives, and poisonous substances. Such simple quantitative exercises as are within the grasp of the student will be included.

Texts: Snell, Elementary Household Chemistry; Vulte and Goodell, Household Chemistry; Bruce, Detection of the Common Food Adulterants.

Three periods per week for the first term.

Two periods per week for the second term.

Health and Sanitation 61: This course will be especially adapted to the needs of teachers and will cover the matter outlined in standard texts upon the subject. The following topics will be discussed:

Personal Hygiene, including such subjects as diet, rest, fresh air, posture. Public Hygiene and Sanitation. Relation of insects to disease. Infection, susceptibility, and immunity. First aid to the injured.

Text: To be selected.

Two periods per week for one term.

Science 61-62: This course is intended for those preparing to teach high-school science. It presupposes a knowledge of elementary chemistry and physics. These subjects will be rapidly reviewed,

emphasis being placed upon methods, effective lecture-table experiments, laboratory equipment, and reference books for the library.

Three periods per week for the session.

GEOGRAPHY

Physical Geography 11 and 12: The work in this subject will be conducted by means of recitations, discussions, laboratory experiments, and field work. Emphasis will be laid upon those physical features of the earth which will be of greatest practical use in after-life. The bearing of physical earth facts and conditions upon the commercial and industrial development of the nations of the world will always be clearly traced. The interdependence of man and nature will be noted. The causal notion will be kept in mind. Students will keep a notebook for experiments, which will be assigned for out of class work. Field work will receive full attention. Through a coordination of the subject with human interests it is believed that this course can be stripped of many of its technicalities so as to be made concrete, interesting, and valuable.

Text: Tarr, *New Physical Geography*.

Five periods per week for the session.

Commercial and Industrial Geography 31-32: This course embraces a consideration of the industries and commerce of the world. It includes a survey of ancient and mediæval trade routes, modern colonization, the areas of production of the great staples and minerals of the world, means of transportation, manufacturing areas, and such like topics. The causes leading to existing industrial conditions are traced. The influence of trade and commerce on civilization is emphasized and racial interdependence is shown. The dependence of Commercial Geography upon physiographic conditions is considered. Special attention is paid to the commercial development of the United States. A complete collection of some 1,200 specimens ranged under thirty-eight topics forms the laboratory equipment.

Texts: Brigham, *Commercial Geography*; laboratory specimens and lectures for *Industrial Geography*. Reference books.

Two periods per week for first term, three for the second.

Geography Methods 51: In this course a complete study will be made of the approved methods of teaching geography in the third and fourth grades. Free classroom discussion will be conducted. Such principles as the following will be analyzed and discussed: the place of geography in the school course; grading the child for

geography; character of material; the sources of material; the selection of material; presentation of material; home geography; geography types for the two grades; the psychological value of geography; the relationship between geography and the basic sciences; history and geography; the causal notion in geography; the emphasis of the commercial and industrial side; geography excursions; incidental teaching; lesson plans (written lesson plans will be required); aids in teaching geography; the teacher's preparation; value and use of text; model lessons; bibliography, etc.

The text will be McMurry's Special Method in Geography. This will be supplemented by copious notes based upon the observation and experiences of the instructor in teaching and supervising the teaching of geography.

Two periods per week for the first term.

Geography Methods 51a: The general principles and methods as outlined in course 51 for primary grades will be discussed in this class, but the emphasis will be laid upon the work of the fifth, sixth, and seventh grades. This course is for those students preparing to teach any one of these grades. The text has not yet been selected.

Two periods per week for the first term.

HISTORY AND SOCIAL SCIENCE

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should end with giving a student a much clearer understanding of the political and social world around her.

The courses in industrial history, economics, and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach American history and government, by carefully and systematically studying the work of the grades, the methods for teaching in those grades, and outlining a course of study.

The school library contains a number of well-selected books and maps for study and reference.

Ancient History 11 and 12: Oriental Nations, Greece, and Rome. This course includes a brief study of Oriental Nations, with a careful study of the customs, laws, institutions, and life of the Greeks and Romans. Parallel reading. Map drawing.

Texts: Myers, *Ancient History*; Myers, *Mediaeval and Modern History*; Davis, *Readings in Ancient History, Greece, and Rome*.

Five periods per week for the session.

Mediaeval History 21: A careful study of mediæval institutions and customs, and the development of Western Europe from the ninth century to the discovery of America. The purpose of this course is to give a clear understanding of the formative period of the life of modern times. Map drawing. Parallel reading.

Texts: Myers, *Mediaeval and Modern History*; Robinson, *History of Western Europe*.

Five periods per week for the first term.

Modern History 22: (a) From the discovery of America to the French Revolution. (b) From the French Revolution to the present time. (c) Contemporary events.

This course is a continuation of the course in mediæval history, and aims to show how modern nations grew from mediæval beginnings. Some attention is devoted to contemporary history. Map drawing. Parallel reading.

Texts: Myers, *The Modern Age*; and Robinson, *The History of Western Europe*.

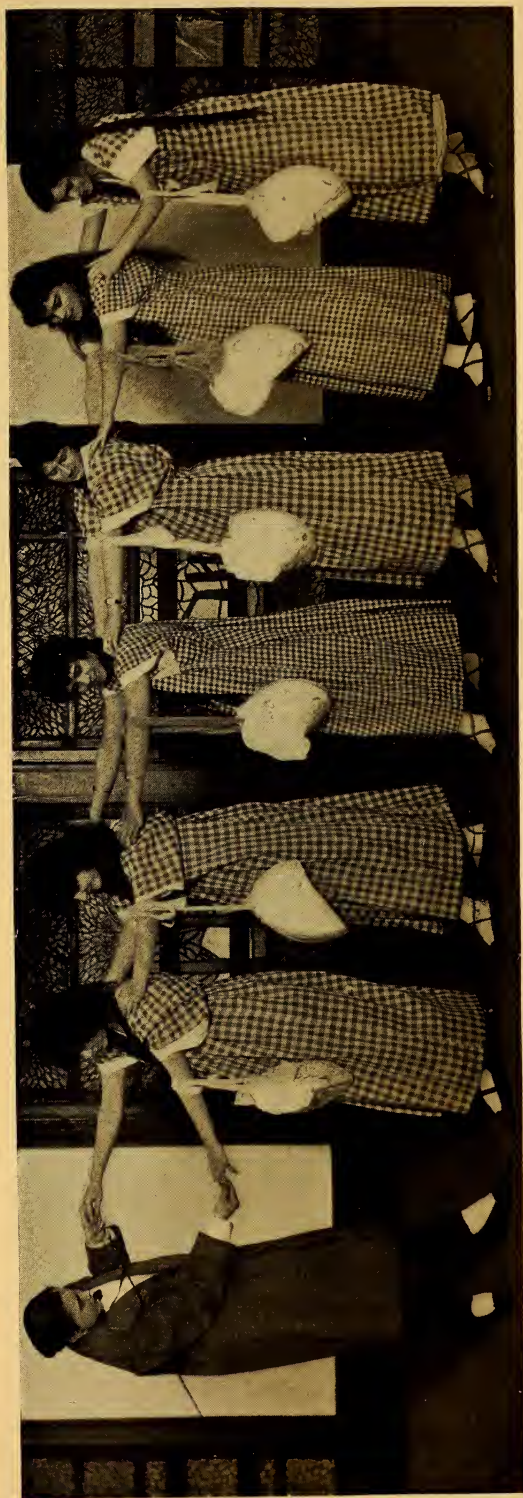
Five periods per week for the second term.

English History 31: This will be a general course in English history from the earliest times to the Tudor Period, with a study of the early institutions and customs, followed by a study of English history from the accession of James I to the present time, with special attention to the social and industrial life of the people, the political progress, and the influential men of the nation. Parallel reading, papers, reports, map drawing.

Texts: Cheyney, *A Short History of England*; Cheyney, *Reading in English History*; or Walker, *Essentials in English History*; Kendall, *A Source Book of English History*.

Five periods per week for the first term.

American History and Civics 41-42: A general outline of the history of the colonies, with the history of Virginia from its earliest settlement to the present time, and a careful study of the growth



DOWN IN MICHIGAN

and development of the people and government of the United States, based on such material as is found in Hart, *Epochs in History*; Forman, *Advanced American History*; Hart, *Source Book of American History*; Forman, *Advanced Civics*; Kaye, *Readings in Civil Government*; Haskin, *American Government*.

Five periods per week for the session.

Ancient and Mediæval History 51-52: This is an advanced course planned especially to train teachers for the high school. The work is made practical. The best pedagogical literature is used. Parallel reading, reports, map drawing.

Texts: Robinson and Breasted, *Outlines of European History*; Davis, *Readings in Ancient History*; Ogg, *Source Book of Mediæval History*.

Three periods per week for the session.

American History 51-52: This is an advanced course in United States history, dealing with important questions affecting the government, and the growth and development of the American Nation. This is a practical course for teachers, based on the best source and text-book material.

Texts: Forman, *Advanced American History*; or Adams and Trent, *United States History*; McDonald, *Documentary Source Book of American History*.

Five periods per week for the session.

Industrial History 61: History of industry and commerce; relation to growth of civilization; outline of industrial development in the United States and Europe; natural resources of the United States; new forms of industry; industrial problems; proposed solution. Lectures, reports, assigned readings. This is the history course in the Arts Department. Local factories are visited when possible.

Texts: Coman, *Industrial History of the United States*; Moore, *Industrial History of the United States*.

Two periods per week for one term.

History Methods 61: This course is devoted to a careful study of the principles of methods in history in intermediate and grammar grades. The principles and theories involved are developed by assigned readings, and class discussion of the observation of history teaching in the Training School is made a part of this course. The best available text-books in use in these grades are examined.

Lectures, reports, notebooks, map work. This course will be of great help to those who teach in the intermediate and grammar grades.

Texts: Fiske, History of the United States; Hart, Source Book of American History; McMurry, A Special Method in History.

Two periods per week for one term.

History Methods 61a: The purpose of this course will be to review and extend the study of history, so that the student will be prepared to teach it in the high school. Material will be drawn from general history, English history, and American history. Model lessons will be used. The best text-books will be examined. This is a practical course for teachers, based on the best source and text-book material, and pedagogical literature.

Texts: High-school text-books will be used, Bourne, The Teaching of History and Civics.

Two periods per week for one term.

Economics 32: This course is planned to teach in a brief but careful manner the economic phases of the home and of the nation. The characteristics of modern industrial society and the fundamental economic principles will be studied and applied to practical questions.

A. The Home: Economic importance of production and consumption, relation to the business world, home expenditures, household accounts, economic housing, buying and selling, insurance and domestic service, women and children in industry.

B. The Nation: Such subjects will be considered as money and banking, the tariff and foreign trade, railroads, the labor movement, trade unions, industries, taxation, and public debt.

Lectures, reference reading, discussion, and reports.

Texts: Ely, Elementary Economics; Wright, Industrial Evolution of the United States.

Three periods per week for the second term.

LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high-school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as female teachers conversant with this subject are com-



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paratively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a coincident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin course stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

Latin 11-12: The study of Latin is begun, and the student is thoroughly drilled in all forms; daily exercises in the translation of Latin into English and English into Latin; drill in sight reading.

Texts: Jenner and Wilson, Cæsar's First Campaign; D'Ooge, *Viri Romæ*.

Five periods per week for the session.

Latin 21-22: A brief review of forms and leading points of syntax; study of the life and times of Cæsar; exercises based on Cæsar; the reading of four books of Cæsar; constant drill in sight reading. The derivation of many English words from Latin is impressed upon the student in this course.

Texts: Walker, Cæsar (I-IV); Bennett, Latin Grammar; D'Ooge, Latin Composition, Parts I and II.

Five periods per week for the session.

Latin 31-32: Review of forms; systematic study of Latin syntax; study of the life and times of Cicero; exercises based on Cicero; six orations of Cicero (the four against Catiline and those for Archias and Marcellus); constant drill in sight reading of Latin; study of English words derived from Latin.

Texts: Allen & Greenough, Cicero; Bennett, Latin Grammar; D'Ooge, Latin Composition, Parts II and III. Reference books in library for collateral study.

Five periods per week for the session.

Latin 41-42: Complete review of Latin grammar, with special study of the cases, and syntax of the verb; advanced exercises, involving the typical constructions of syntax; study of the life and times of Vergil; parallel reading in Roman history; six books of Vergil; drill in sight reading in Latin; study of English words derived from Latin. An effort will be made in this course to give the student some appreciation of the beauty of Vergilian poetry.

Texts: Baker & Inlis, Latin Composition; Fairclough & Brown, Vergil; Bennett, Latin Grammar. Reference books in library.

Five periods per week for the session.

Latin and Methods 51-52: Lectures on the teaching of Latin; practical work and observation by the student; reading of Livy, Book XXI, and Horace's Odes; prose composition.

Texts: Gildersleeve-Lodge, Prose Composition; Gildersleeve-Lodge, Latin Grammar; Shorey, Horace; Westcott, Livy.

Five periods per week for the session.

Latin 61-62: The first term's work of this course will be based on Vergil and the last term on Cicero. The last six books of the *Æneid*, and Cicero *De Senectute*, and *De Amicitia* will be read. Special emphasis will be placed upon the teaching of these two authors from a literary point of view. Prose composition.

Texts: Knapp, Vergil; Gildersleeve-Lodge, Latin Grammar; Gildersleeve-Lodge, Latin Composition. Reference books in library for collateral study.

Three periods per week for the session.

FRENCH

French 31-32: This course comprises a study of simple rules of grammar, practice in questions and answers, study of vocabularies and verb forms, drill in conversation, memorizing, and translation.

Texts: Chardenal, Complete French Course; Bruce, Lectures Faciles; Guerber, Contes et Légendes.

Five periods per week for the session.

French 41-42: This course comprises the study of irregular verbs, grammar, weekly exercises, reading, conversation, memory work, and some study of French art and literature.

Texts: Chardenal, Complete French Course; Josselyn and Talbot, Elementary Reader of French History; Halevy, L'Abbé Constant; Lamartine, Jeanne D'Arc.

Five periods per week for the session.

French 51-52: In this course seventeenth-century literature will be read, and the history of this period studied. Summaries and reviews of books read will be required.



DRIVEWAY TO FREDERICKSBURG

Texts: Corneille, *Le Cid*; Racine, *Athalie*; Molière, *Le Bourgeois Gentilhomme*; Fraser and Squair, *French Grammar*. Reference books in library.

Five periods per week for the session.

French and Methods 61-62: This course will consist of discussion of the various methods of teaching French, with the advantages and disadvantages of each. Some practical teaching will be required and the student will be drilled in conversation, rapid sight reading, sight translation, and composition.

Texts: Hugo, *Les Misérables* and *Hernani*; Sand, *La Mare au Diable*; Balzac, *Le Cure de Tours*. Reference books in library.

Three periods per week for the session.

GERMAN

German 31-32: In this course the study of German is begun, and students are thoroughly drilled in the declensions and conjugations. There are frequent exercises in translating from English into German. Considerable attention is given to reading and pronunciation.

Texts: Spanhoofd, *Elementarbuch der Deutschen Sprache*; Müller and Wenckebach, *Glück Auf*; Zschokke, *Der Zerbrockene Krug*.

Five periods per week for the session.

German 41-42: Further work in grammar and composition, reading from standard authors, memorizing selections, and some study of German history and literature.

Texts: Thomas, *German Grammar*; Storm, *Immensee*; Schiller, *Wilhelm Tell*; Freytag, *Die Journalisten*; Heyse, *Das Mädchen von Treppi*.

Five periods per week for the session.

German 51-52: In this course German literature will be studied, and the student will be trained in the rapid reading of German. Weekly exercises will be required.

Texts: Thomas, *German Grammar and Composition*; Maria Stuart; Hermann und Dorothea; Minna von Barnhelm.

Five periods per week for the session.

German and Methods 61-62: This course will consist of discussions of the various methods of teaching German in the high school, with the advantages and disadvantages of each. Some practical teaching

will be required of the student. The student will be drilled in rapid translation and conversation.

Texts: Osthaus and Bierman, Composition; Heine, *Die Harzreise*; Kleist, Michael Kohlhaas. Reference books in library.

Three periods per week for the session.

HOUSEHOLD ARTS

It has been said that on the home foundation is built all that is good in state or individual, that the most profitable, the most interesting study for woman is the home. Recognizing the home as the unit of society, the purpose of this course is to give training in the various subjects which pertain to the profession of home-making and to prepare teachers in these subjects, enabling them to put into the hands of others the keys to home happiness.

Household Arts 21-22: Cooking. This course gives a practical knowledge of plain cookery, such as the cooking of cereals, vegetables, soups, batters, breads, milk, eggs, meats, deep-fat frying, pudding, etc.

Each section serves a meal.

Laboratory fee, \$2.00 per session.

Five periods per week for the session.

Household Arts 31-32: Sewing. A study of textiles which considers the primitive forms of the textile industries; the manufacturing of cotton, wool, linen, silk; buying, identifying, and grading textile materials. Garment work which consists of making a complete set of underclothes, a shirtwaist, and a simple dress; embroidery applied to underwear and house linen.

Students furnish their own material.

Fee, 50 cents.

Five periods per week for the session.

Household Arts 41-42: Cooking. This course includes the making of jellies and preserves, canning, yeast breads, cakes and frostings, meats, chafing-dish cookery, invalid cookery, fireless cooker, camp cookery, planning and serving meals.

A course in household management will be included in this work, which will consider the problems of the modern housekeeper, and discussions of such topics as income, choice of dwellings, house furniture, supplies, household accounts, household service, cleaning, repairing.

Laboratory fee, \$2.00 per session.

Five periods per week for the session.

Cooking and Dietetics 51-52: This course teaches the principles of human nutrition, and aims to apply these principles to the feeding of individuals and families under varying conditions.

Laboratory fee, \$2.00 per session.

Two periods per week for the session.

Dressmaking 51-52: This course consists in taking accurate measurements; drafting patterns; the selection and economic use of material; cutting, fitting, and finishing simple dresses, evening gowns, and children's clothes.

Students furnish their own material.

Fee, 50 cents.

Three periods per week for the session.

Household Arts 51-52: Same as Household Arts 21-22, or Household Arts 31-32.

Five periods per week for the session.

Household Arts 61-62: Same as Household Arts 31-32, or Household Arts 41-42.

Five periods per week for the session.

Theory and Practice of Domestic Arts 61-62: This course considers the relation of Domestic Arts to education; the methods of teaching it in various kinds of schools; the planning of lessons and of courses of study.

Practical work consists of observation and practice teaching.

Three periods per week for the session.

Theory and Practice of Domestic Science 61-62: This course considers the relation of Domestic Science to education; its relation to the curriculum; the planning of lessons and of courses of study.

Practice work consists in observation, assisting the instructor, and practice teaching.

Three periods per week for the session.

Millinery 61: This course gives practice in the construction and trimming of hats.

Three periods per week for one term.

History of Costume 61: A study of Ancient Egyptian, Grecian, French costumes, early and modern, will be given.

Lectures, required readings, and discussions.

Three periods per week for one term.

INDUSTRIAL ARTS

The aim of this course is to develop a larger appreciation, greater industrial efficiency, and power to work out concrete problems which require skill of hand and self-expression.

The work is planned to train teachers to teach agriculture in elementary and secondary schools; to increase, through scientific study, the general interest in and enthusiasm for rural activities; and to prepare young women to engage in those agricultural pursuits and the handicrafts which have proved attractive and remunerative; and to teach public-school drawing and handwork, to give knowledge of the principles of art structure, and to develop such appreciation of art as will enable them to be influential in leading others to appreciate the simple and beautiful in daily living. Above all, the work of this course has for its aim the improvement of home conditions, especially in rural communities; for it is the application of knowledge to the problems of the home that any work finds its greatest returns.

Industrial Arts 21-22: Clay Modeling, Pottery, and Drawing. This course offers an interesting field in the grades and high school for the study of color, form, and proportion. It includes the study of the clay and allied industries in this country and experiments with native clays. It appeals to the home interest through designing and making such articles for use as the modeled candlestick, coffee pot tiles, bowls, cream jugs, etc. The pottery will be made from original designs and will be hand-built. This course includes modeling in low relief, incised lines, and practice in modeling people and animals illustrative of work in the public schools. Practice will be given in the mixing of glazes, and the stacking and the firing of the kiln. The drawing will consist of free-hand drawing from nature, and designing life-history charts of plants and animals for the botany and zoölogy class, and study of color harmony and lettering in map drawing.

Fee, \$2.50 for the session.

Five periods per week for the session (two drawing and three laboratory).

Industrial Arts 31-32: (a) Art Metal Work and Woodwork. This part of the course deals with sheet copper and silver work suitable for the grades and high school. The processes of cutting, filing, punching, sawing, soldering, hammering, and etching are taught. Metal-work industries are studied. This course includes the making of simple jewelry, set with semi-precious stones, and the making of bowls, boxes, and candlesticks.



CLASS IN COOKING



CLASS IN SEWING

One term of this course will be devoted to problems in woodwork, which will give practice in the use of simple woodworking tools, and practice in making articles for use in the elementary agriculture class.

Fee, \$2.50 for the session.

Three periods per week for the first term.

Two periods per week for the second term.

(b) This part of the course includes a comprehensive study of the fundamental processes necessary to elementary agriculture. Soil management; plant propagation; crop rotation; leguminous plants; plant improvement; pruning of plants; principles of feeding; studying of farm building, and planning of model farms.

Two periods per week for the first term.

Three periods per week for the second term.

Industrial Arts 41-42: (a) This part of the course is elementary bookbinding, and is planned to meet the need for practical constructive work in the grades and high school where there is no special equipment. It develops the power to plan and the power to execute—two important factors in the child's life. It takes up the study of paper making and book binding, the history of each, and the growth and development of these industries in this country. It affords instruction in the principles and processes of book making. The special problems include the making of boxes, portfolios, desk pads, kodak and scrap-books, notebooks, and problems in book-mending. These problems require study of form, proportion, good spacing, and color.

Fee, \$2.50 for the session.

Two periods per week for the first term.

Three periods per week for the second term.

(b) Advanced Agriculture: This part of the course is a continuation of course 31-32. Special problems in soil fertility, in perennial and biennial plants, and in plant improvements; enemies of plants; school and home grounds; farm animals; milk and its care are considered.

Three periods per week for the first term.

Two periods per week for the second term.

Industrial Arts 51-52: Same as Industrial Arts 21-22, or Industrial Arts 31-32.

Five periods per week for the session.

Home Mechanics 51-52: This course offers practical application in the principles of harmony and color study for decorative house furnishing. It includes the making of picture frames in the shop; the hanging of pictures, printing, and hanging of curtains; treatment

of floors, walls, wall coverings, weaving rag rugs, and repairing and refinishing of old furniture; the mending of cooking utensils; the making of window boxes, drying racks, germinating seed testers, and pressing boards.

Fee, \$2.50 for the session.

Two periods per week for the session.

Theory and Practice of Industrial Arts 51-52: This course is planned to give the typical forms of Industrial Arts which are practical in the elementary grades and high schools. It includes the study of Industrial Arts in relation to other subjects in the curriculum, the method of teaching in rural and city schools, the planning of lessons and of courses of study, planning and assisting in the making of a school exhibit.

Fee for the session, 50 cents.

Three period per week for the session.

Industrial Arts 61-62: Same as Industrial Arts 31-32, or Industrial Arts 41-42.

Five periods per week for the session.

Home Mechanics 61: This course includes advanced study of home furnishing and problems required in the Household Arts and Industrial Arts courses, such as making a fireless cooker and hot-bed frames. The course gives a good working knowledge of the wood-working tools and their uses. The study of constructive design and working drawings. The making of simple box furniture and wood-work for grammar grades.

Fee, \$2.50 for the session.

Two periods per week for the session.

Handwork 61: Same as Handwork 52.

Three periods per week for the first term.

DRAWING AND HANDWORK

The aim of this course is to develop, through a logical course in art teaching, an appreciation of beauty which controls good taste, greater industrial efficiency, and power to work out concrete problems, which require skill of hand and self-expression.

The work is planned to fit teachers to teach drawing and handwork in the public schools, to give knowledge of the principles of art structure, and to develop such appreciation of art as will enable them to be influential in leading others to appreciate the simple and beautiful in daily living.



JUMPING-JACKS

Special attention is given to design, form and color in costume, home decoration, poster work, costuming, and staging school festival work.

Drawing 31-32: Nature drawing from large growth of grasses, fruits, flowers. Still-life drawing from groups of two objects; study of perspective; study of harmony of line; light and dark; and color through variations of good designs; lettering and designing posters, cards, programs.

Studio fee, \$1.50 for the session.

Two periods per week for the session.

Drawing 41-42: One term of this course is spent in studying the principles of design and one in free-hand drawing of plants, figures, and animals. Original designs and compositions are made. Color harmonies are studied through block printing and stenciling fabrics and poster work.

Studio fee, \$2.00 for the session.

Two periods per week for the session.

Drawing 41a-42a: Same as Drawing 31-32.

Two periods per week for the session.

Drawing 51-52: Same as Drawing 31-32.

Two periods per week for the session.

Drawing 51a-52a: Same as Drawing 41-42.

Two periods per week for the session.

Drawing 51b-52b: Principles of design will be applied in the making of flower and bird charts, in designing and planning homes. Plans of the farm and buildings, and working drawings for articles to be constructed in the Home Mechanics class are made.

Fee, \$1.50 for the session.

Two periods per week for the session.

Drawing Methods 51: This course includes the theory and practice of teaching art in the public schools, planning lessons and courses of study, practice in grade work in drawing, and a course in picture-study for the elementary grades and high schools. Students study and discuss the relation of art to other phases of school work. Cost of material and equipment for use in public schools is considered.

Studio fee, \$1.50 per session.

Two periods per week for the first term.

Drawing 61: Same as Drawing 41.

Two periods per week for the first term.

Drawing Methods 61: Same as Drawing Methods 51.

Two periods per week for one term.

Drawing Methods 62: Same as Drawing Methods 51.

Two periods per week for one term.

Art Appreciation 61: The principles of art structure studied through a course of illustrated lectures on the masterpieces of the world in painting, sculpture, and architecture. Library references are assigned for study. The class is advised to plan for a trip to Washington for the purpose of studying examples of architecture, painting, and sculpture.

One period per week for the session.

Handwork 52: Primary Handwork. A course designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression in primary grades. The problems will include work in clay, paper, cardboard, textiles, weaving, simple basketry, model farm, and community sand table.

Fee, \$1.25 for the term.

Three periods per week for the second term.

Handwork 52a: Elementary Handwork. This course gives the various forms of handwork which can be used as a means of self-expression in the elementary grades. It will include problems in paper and cardboard, in textile printing, block printing and stenciling, weaving, the making of hand-built pottery for the study of form, and simple woodwork and metal work.

Fee, \$3.00 for the session.

Three periods per week for the second term.

Handwork 52b: This course gives the various forms of handwork which can be used as a means of self-expression in the high schools where there is no especial equipment. It will include problems in mending and care of books, textile printing, the making of hand-built pottery for the study of form, and simple woodwork and metal work.

Fee, \$2.00 for the term.

Three periods per week for the second term.

Design 51-52: The principles of design are studied in this course in order that the student may be trained to express ideas in terms of harmonious line, mass, and color. This subject will include con-



SCHOOL GARDENS IN CONNECTION WITH TRAINING SCHOOL

structive and decorative designs for textile printing, designs for embroidery, designs for costume with special problems in household decoration for the students in the Household Arts classes.

Fee, \$1.50 for the session.

Two periods per week for the session.

AGRICULTURE, NATURE STUDY, AND SCHOOL GARDENING

The courses in this department are planned to meet the needs of those girls preparing to teach in the country, those desiring to teach agriculture in high schools, and those wishing to do work in nature study and school gardening in the graded schools. The school garden forms a nucleus for nature study activities. These include (a) A comparative study of soil types, of soil and subsoil, and of tillage and its relations to soil moisture and plant growth; (b) A study of purity and vitality of seeds. Planting plans are carefully worked out for each garden exercise, and definite assignments made to each student before leaving the classroom as to what, how, and where to plant. The work consists of recitations, lectures, laboratory, library, and field work.

Nature Study 51-52: The purpose of this course is to lead the student into an intelligent appreciation of the relation existing between herself and the things which make up her environment, such as living forms, water, soils, and rocks; or to have her learn "those things in nature that are best worth knowing, to the end of doing those things that make life most worth the living."

The work of the course consists of recitations and lectures and of laboratory work, library work, and field work. Special attention is given to available material of the season: insects, birds, trees, shrubs, wild flowers, plants of the garden, weeds, selecting and judging seed corn, seed germination; planning and planting school garden, flower beds, and window boxes; propagation of plants by budding, cuttings, and bulbs; visiting and working with Home Garden Clubs. Specimen lessons and practice in writing lesson plans; suggestions for nature study work in the grades; nature study notebooks.

Text: Hodge, *Nature Study and Life*. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Fee, 50 cents for the session.

Two periods per week for the session.

Elementary Agriculture 51-52: Same as Industrial Arts 31-32 (b) with additional tests and experiments and detailed study of results of experiments made at different experimental stations.

Three periods per week for the session.

Nature Study Methods 61: Discussion of courses of study for primary grades. Study of materials suited to these grades and best methods of presentation. Practice in writing lesson plans. Discussion of general and specific problems as found in the practice work.

Two periods per week for the first term.

Agriculture and School Gardening 61: This course includes study of grafting, cuttage, layerage, pruning, and spraying, insect enemies, hot beds and cold frames, fertilizers, farm animals, farm machinery, farm selecting, planning rotation, locating fields, lots and buildings, planning and planting economic garden.

Three periods per week for the session.

MUSIC

The aim of the course in music in a normal school is to prepare the students to teach music in the public schools. Wherever music has been systematically and pedagogically taught to children in the grades, educators have become fully convinced of its educational value. No subject has greater power in awakening and stimulating thought and action. It combines the training of mathematics and language, and is a serious factor in the mental, physical, and emotional development of a child.

To teach the subject effectively the teacher must herself be equipped with a knowledge of the fundamentals. It is essential that she be able to read at sight such simple music as should be taught in the grades, and it is desirable that through more advanced study she may have a broader conception and appreciation of the intellectual and æsthetic values of music.

Music 31-32: This course is designed for beginners. Its completion requires the ability to read at sight simple music such as is taught in the first four grades.

Scale: Major and Normal Minor.

Tone Study: Interval studies; scale relations established by changing Do; sharp 4 and flat 7—all chromatics introduced.

Measure: Two-one, two-two, three-two, four-four, and six-eight.

Rhythm: One sound to one beat; two or more beats to one sound; two, three, and four sounds to one beat. Dotted half followed by a quarter in two-two measure. Dotted quarter followed by an eighth in two-four measure. Dotted eighth followed by a sixteenth in two-eight measure.

Methods of teaching music are strikingly similar to the most successful methods of teaching reading. In each case the learner must be familiar with the thing to be represented before any attempt is made at representation. Such methods will be employed in this course. The students will acquire a musical vocabulary through the study of the scale tones in their relation to each other by means of little phrase groups, using the Italian syllables. When familiar enough with these phrase groups to recognize them when they are sung or played, the representation will be given. Thus all problems, both tonal and rhythmic, are presented to the ear first. Trained in this way, at the completion of course I a student should hear the tones and feel the rhythms when she looks at the printed page of music, precisely as the reader of English gets the thought by silent reading.

Material: Harmonic Music Charts A-B-C-D, Ripley and Tapper. Harmonic Primer and First Reader, Ripley and Tapper. Supplementary Sight Reading Exercises. Teachers' Manual of Dictation, Book I. (Study of Tone and Rhythm), Dann's Music Writing Book, No. I.

Two periods per week for the session.

Music 41-42: The student who has had one year of instruction in music in this school, or its equivalent in some other school, will be admitted to this course. Its completion will require the ability to read at sight the material used in the grades. The method of instruction is the same as that employed in Music 31-32.

Scale: Harmonic and Melodic Minor. Representation of all scales without signature.

Tone Study: Exhaustive study of chromatic tones.

Rhythm: Dotted eighth followed by sixteenth in two-four measure. Dotted quarter followed by eighth in two-two measure.

Material: Harmonic Music Charts E-F-G, Ripley and Tapper. Harmonic Second, Third, and Fourth Readers. Teachers' Manual of Dictation, Book II, Dann. Music Writing Book, Nos. II and III, Dann.

Two periods per week for the session.

Music 41a-42a: Students entering the fourth-year high-school course without any previous knowledge of music will enter this class.

The material and method of instruction will be the same as that outlined in Music 31-32.

Two periods per week for the session.

Music 51-52: This course is offered to those students who have had one year of music instruction in this school, or its equivalent in some other school. The course is the same as that of Music 41-42 as regards material, method, and requirements for completion.

Two periods per week for the session.

Music 51a-52a: Students entering the Junior professional year without any previous instruction in music will enter this course. The method of instruction, the material used, and the completion of the course will be the same as that of Music 31-32.

Two periods per week for the session.

Music Methods 51: It is necessary before being eligible to this course for a student to have had two years of musical instruction in this school, or sufficient instruction in some other school, to enable her to read at sight the material used in the grades.

This course is devoted to the pedagogical consideration of music from the kindergarten to the seventh year, inclusive. The work of each year is taken up in detail and all problems which confront the grade teacher are discussed.

Each student will be required to present lessons to her own class, in addition to observation and teaching at the Practice School.

Two periods per week for the first term.

Music 61: This course is a continuation of Music 51-52. Its completion requires the ability to read at sight the material used in the grades. The material and method of presentation will be the same as that in Music 41-42.

Two periods per week for the first term.

Music Methods 61: The requirements for entrance to this course, the material, method of presentation, and completion of the subject are the same as those outlined under Music Methods 51.

Two periods per week for the first term.

Music Methods 62: Pupils who have completed Music 61 are eligible to this course, which will be devoted to the pedagogical consideration of music as presented in Music Methods 51.

Two periods per week for the second term.

Chorus Singing: Chorus singing is required of all students in the school. The student body will be divided into two sections as follows:

Section I will be composed of those students who have not attended one year of chorus work in this school. Standard hymns will be studied, as well as choice secular songs.

One thirty-minute period per week for the session.

Section II will be made up of those students who have attended one year's chorus work in this school. More advanced compositions by well-known composers will be studied than those presented in Section I.

A mere technical knowledge of music is not all that is necessary to the student who goes out into a community as a teacher. A broader, clearer, and more helpful conception of the subject is essential if the greatest good is to be accomplished.

As time and opportunity permit it is planned to correlate with the chorus work of Section II a course in music appreciation. Short lectures on the standard operas, oratorios, and best-known works of the great composers, illustrated by selections played on the Victor phonograph, will be offered.

One thirty-minute period per week for the session.

Glee Club: A glee club of from forty to fifty members is chosen from the student body. Eligibility is based upon quality of voice and sight reading ability. Two-, three-, and four-part choruses of the highest character are studied in weekly rehearsals. Two concerts are given during the year.

PHYSICAL EDUCATION

We are realizing to-day more and more the futility of training the moral and mental sides of our nature at the expense of the physical. Believing that the best work can be done when our girls are in a vigorous, healthy condition, it is our aim to develop the bodies of our students, as well as their minds, that they may reach the highest state of efficiency of which they are capable. There is perhaps no profession where the nervous strain is greater, or where the temptation to neglect the care of the body is stronger, or where poise, self-control, and strength of body and mind are more needed than in the profession of teaching.

We teach our girls to take intelligent care of their bodies and aid them in forming habits of exercise, diet, sleep, recreation, as well as habits of study, which may be of benefit not only while they are in school, but in after-life as well. Good posture and carriage of the

body are taught and emphasized at all times, and students are trained how to walk and stand correctly.

Each student, unless excused by the physician, is required to take two periods of gymnastic work a week, and one hour's exercise a day on the days she does not have exercise in class.

The course in physical training is conducted with two principal aims which are of hygienic and educational value. First, to stimulate the proper functioning of the bodily organs, thus developing proper carriage, grace, and strength. Second, to cultivate the faculties of attention, judgment, and that greatest perhaps of all assets to the individual—self-control.

The classification is as follows:

Physical Education 11-12: Combination of Swedish Days, order and German gymnastics, simple folk and æsthetic dances.

Physical Education 21-22, 31-32, 41-42: Same general order of exercises as 11-12, but increasing in difficulty; the more complicated drills, Indian clubs, dumb-bells, skipping reeds, etc., based upon simpler exercises previously taught.

Physical Education 51-52: Practical demonstration of exercises suitable for public-school work. Practice in directing and training for school athletics and refereeing games.

Educational Gymnastics 61: This course includes not only the actual work on the gymnasium floor, but also a study of the aims of gymnastic training, the uses of games and what may be accomplished by them, the dangers of overexercise, etc.

An outline of work suitable for each grade is arranged and demonstrated.

Text: Games, Bancroft.

Two periods per week for one term.

Graduates and Partial Graduates

SESSION 1914-15

FULL DIPLOMA

Alva Constance Birmingham	Martha Scott Hughes
Virginia Franklin Bolen	Julia Louise Lewis
Joyce Edmonds Bradford	Bealmear Dare Linthicum
Effie Virginia Broaddus	Theresa Inez Lynch
Nannie Page Burruss	Martha Elizabeth McDonnell
Annie Elizabeth Carter	Elizabeth Ridgely Ninde
Ruth Ramsey Carter	Nannie Waller Parker
Elizabeth Cardwell Chenery	Rachel Ray Pearce
Ruth Elmore Clarkson	Alma Lucille Raiford
Mary Temple Coleman	Lucille Beverly Rawlings
Lillian Kennerly Craig	Charlotte Eugenia Rice
Martyna Theresa Dannehl	Julia Latane Rice
Beulah Mae Detwiler	Shirley Elizabeth Russell
Helen Campbell Gardner	Margaret Stanley Sacrey
Edna Lillian Gibbs	Rosalie Maude Seay
Sarah Elizabeth Gouldman	Sarah Burke Spindle
Mary Frances Harrell	Mannie Dalby Torbert
Anne Mills Harris	Alice Eason Warren
Louise Randolph Henley	Elsie Allen Wood
Fannie Winston Hiter	

HOUSEHOLD ARTS DIPLOMA

Grace Kinnier Tanner

MANUAL ARTS DIPLOMA

Muriel Dorothea Barber	Nannie Waller Parker
Janie Sophronia Brooking	Marjorie Thurber Riker
Janet Marie LaCrosse	Margaret Frances Sayre
Julia Louise Lewis	Norine King Tennis
Helen Margaret Northrop	

JUNIOR NORMAL CERTIFICATE

Mattie Bertha Beazley	Bertha Wright Scott
Ettienette Hoskins Broaddus	Mary Thelma Turner
Emard Mary Quinn	

Register of Students for 1914-15

NAME—COUNTY OR CITY	ADDRESS
Allison, Margaret, Richmond County	Simmons
Atkinson, Mattie Mae, Montgomery, Ala.	Montgomery, Ala.
Babcock, Lelia Frances, Charles City	Binns Hall
Bailey, Calphurnia Anna, Richmond City	Richmond
Bailey, Clara Eugenia, Westmoreland	Kinsale
Ball, Virginia Octavia, Lancaster	Monaskon
Ballard, Abbie, Stafford	Berea
Ballard, Effie Apperson, Stafford	Berea
Barber, Muriel Dorothea, Fredericksburg	Fredericksburg
Barrack, Catherine, Westmoreland	Monroe Hall
Beazley, Grace Franklin, Hanover	Beaver Dam
Beazley, Mattie Bertha, Caroline	Sparta
Beazley, Rubie Lee, Orange	Somerset
Birmingham, Alva, Spottsylvania	Fredericksburg
Biscoe, Elizabeth, Spottsylvania	Granite Springs
Biscoe, Mamie, Spottsylvania	Fredericksburg
Biscoe, Ruth, Orange	Mine Run
Blakemore, Fannie, Lancaster	Senora
Boggs, Lucile Hooe, District of Columbia	Washington, D. C.
Bolen, Virginia Franklin, Culpeper	Culpeper
Booker, Nannie Lynn, Northumberland	Lottsburg
Bowles, Sadie, Henrico	Glen Allen
Boxley, Virginia, Louisa	Trevilians
Bradford, Joyce Edmonds, Accomac	Melfa
Broache, Bessie Belle, King and Queen	Edna
Broaddus, Annie, Caroline	Smoots
Broaddus, Effie Virginia, Caroline	Smoots
Broaddus, Elsie Leland, Caroline	Bowling Green
Broaddus, Ettienette Hoskins, Richmond City	Richmond
Brooking, Janie Sophronia, Orange	Orange
Bruce, Sara Elizabeth, Danville	Danville
Burruss, Anne Page, Orange	Daniel
Burruss, Rosa, Orange	Lahore
Bryant, Lelia, Richmond County	Downings
Carey, Lena, Westmoreland	Hague
Carter, Annie Elizabeth, Atlanta, Ga.	Atlanta, Ga.
Carter, Edna Earle, Caroline	Lent
Carter, Elizabeth Chauncey, Fredericksburg	Fredericksburg
Carter, Lemira, Fredericksburg	Fredericksburg
Carter, Martha Caroline, Prince William	Gainesville
Carter, Mattie L., Caroline	Sparta
Carter, Ruth Ramsey, Caroline	Upper Zion
Chenery, Elizabeth Cardwell, Hanover	Ashland
Clarkson, Ruth Elmore, Richmond County	Sharps
Cluverius, Ula Hurst, King and Queen	Little Plymouth
Coleman, Mary Temple, King and Queen	Daisy
Connellee, Mary, Lancaster	Millenbeck
Conway, Lucy Gouldin, Caroline	Moss Neck
Corr, Katherine Elizabeth, King and Queen	Little Plymouth

NAME—COUNTY OR CITY	ADDRESS
Cosby, Maria Louise, Louisa.....	Buckner
Craig, Lillian, Augusta.....	Deerfield
Cralle, Bertie Williams, Richmond County.....	Emmerton
Crismond, Evelyn, Fredericksburg.....	Fredericksburg
Croswell, Carolyn, Gloucester.....	Gloucester Point
Curry, Lelia Willis, Richmond City.....	Richmond
Daniel, Eunice Jackson, Orange.....	Unionville
Dannehl, Theresa, Fredericksburg.....	Fredericksburg
Davey, Myra E., Cleveland, Ohio.....	Cleveland, Ohio
Dempsey, Hester Maie, Spottsylvania.....	Leavells
Detwiler, Beulah Mae, Fairfax.....	Herndon
Digges, Jean Hart, Fauquier.....	Waterloo
Dowdy, Dante, Cumberland.....	Cumberland
Dowdey, Mamie, Culpeper.....	Lignum
Dudley, Natalie, Augusta.....	Churchville
Dulin, Mary, Orange.....	Mine Run
Duval, Lucy Lipscomb, Orange.....	Rhoadesville
Edwards, Ida Ratcliffe, Caroline.....	Port Royal
Evans, Jane Ritchie, Essex.....	Laneview
Farinholt, Virginia, New Kent.....	Barhamsville
Finegan, Elizabeth Bernard, Newport News.....	Newport News
Flippen, Leam Beatrice, Catlettsburg, Ky.....	Catlettsburg, Ky.
Frazer, Mattie, Spottsylvania.....	Spottsylvania
Frazer, Thelma, Spottsylvania.....	Spottsylvania
Freeman, Dorothy, Fredericksburg.....	Fredericksburg
French, Lula May, Stafford.....	Roseville
Gardner, Helen Campbell, Louisa.....	Apple Grove
Gibbs, Edna Lillian, Northampton.....	Cape Charles
Golding, Mary, Caroline.....	Rappahannock Academy
Goodman, Nannie, Hanover.....	Beaver Dam
Gordon, Janie B., Fredericksburg.....	Fredericksburg
Gordon, Virginia Towles, Spottsylvania.....	Spottsylvania
Gouldman, Sarah Elizabeth, Fredericksburg.....	Fredericksburg
Haile, Elizabeth, Essex.....	Minor
Hambleton, Rosalie, Louisa.....	Bumpass
Hammerley, Jessie M., Loudoun.....	Leesburg
Hargest, Elizabeth, King George.....	Comorn
Harlowe, Edythe, South Richmond.....	South Richmond
Harrell, Mary Frances, Fredericksburg.....	Fredericksburg
Harris, Anne Mills, Louisa.....	Apple Grove
Harris, Jessie Elizabeth, Morganfield, Ky.....	Morganfield, Ky.
Harris, Marian Louise, Louisa.....	Fredericks Hall
Harrison, Essie, Richmond County.....	Farnham
Harrison, Nancy Carr, Mecklenburg.....	LaCrosse
Harwood, Mary Rebecca, Middlesex.....	Saluda
Haynie, Berneze, Fredericksburg.....	Fredericksburg
Haynie, Virginia, Fredericksburg.....	Fredericksburg
Henley, Louise, Norfolk.....	Norfolk
Hess, Caroline, South Richmond.....	South Richmond
Hicks, Ruth Elmore, Caroline.....	Rappahannock Academy
Hiter, Fannie Winston, Louisa.....	Louisa
Holleman, Marjorie Leigh, Nansemond.....	Suffolk
Howard, Ruth, Newport News.....	Newport News
Hubbard, Lena W., Campbell.....	Reithbend

NAME—COUNTY OR CITY	ADDRESS
Hughes, Martha Scott, Nottoway.....	Burkeville
Hundley, Mae Mason, Fredericksburg.....	Fredericksburg
James, Emily, Prince George.....	City Point
James, Margaret, Accomac.....	Belle Haven
Jenkins, Genevieve, Lancaster.....	Nuttsville
Jerrell, Josephine, Spottsylvania.....	Fredericksburg
Johnson, Ella Virginia, Hanover.....	Beaver Dam
Johnson, Lillian Louise, Hanover.....	Beaver Dam
Kendall, Annie Meredith, Orange.....	Thornhill
Kendall, Virginia, Orange.....	Thornhill
King, Elsie, King George.....	Comorn
LaCrosse, Janet M., Elizabeth City.....	Hampton
Lamb, Eliza Bland, Richmond City.....	Richmond
Landon, Fannie Braxton, Hampton.....	Hampton
Lawrence, Charlotte, Westmoreland.....	Hague
Lee, Nellie Esther, King George.....	Gera
Leitch, Mary Spencer, Gaithersburg, Md.....	Gaithersburg, Md.
Lewis, Anna Jane, Spottsylvania.....	Fredericksburg
Lewis, Julia Louise, Lancaster.....	Morattico
Linthicum, Bealmar, Fredericksburg.....	Fredericksburg
Lokey, Mabel, Lancaster.....	Irvington
Lucas, Pearl Malvina, Culpeper.....	Winston
Luck, Louise Carlton, Louisa.....	Poindexter
Lynch, Theresa, Frederick.....	Winchester
Mahon, Carrie B., Caroline.....	Gether
Marshall, Linnie, Westmoreland.....	Colonial Beach
Matthews, Nora L., Brunswick.....	Charlie Hope
Matthews, Viola Virginia, Brunswick.....	Charlie Hope
McDonnell, Elizabeth, Fredericksburg.....	Fredericksburg
McKann, Elsie Warner, Middlesex.....	Samos
McMillen, Selma, Fairfax.....	Herndon
Michie, Lillie Lee, Albemarle.....	Ivy Depot
Mills, Julia D., Hanover.....	Ashland
Moncure, Anne E., Stafford.....	Stafford
Moore, Ida, Stafford.....	Crest
Morgan, Fannie May, Richmond County.....	Warsaw
Morris, Angela Noel, Northampton.....	Cape Charles
Morton, Edna Watkins, Spottsylvania.....	Fredericksburg
Nash, Mayble Ada, Hanover.....	Glen Allen
Newberne, Mary, Norfolk.....	Hickory
Ninde, Elizabeth, Fredericksburg.....	Fredericksburg
Northrop, Helen Margaret, Fredericksburg.....	Fredericksburg
Parker, Gladys Tabitha, King George.....	Index
Parker, Hortense Augusta, King George.....	Index
Parker, Nannie Waller, Essex.....	Mt. Landing
Payne, Lucy, Spottsylvania.....	Wilderness
Payne, Mae, Spottsylvania.....	Belmont
Pearce, Rachel Ray, Richmond City.....	Richmond
Perrin, Miriam Hansford, Hanover.....	Ashland
Peyton, Idah Conway, Fredericksburg.....	Fredericksburg
Peyton, Virginia L., Fredericksburg.....	Fredericksburg
Phippings, Brancis, King and Queen.....	Owenton
Poindexter, Lucy Vaughan, Louisa.....	Fredericks Hall
Priest, Blanche, Culpeper.....	Rapidan

NAME—COUNTY OR CITY	ADDRESS
Quinn, Emard M., Richmond City.....	Richmond
Raiford, Alma Lucille, Southampton.....	Zuni
Rains, Helen H., Richmond County.....	Warsaw
Rawlings, Lucile, Fredericksburg.....	Fredericksburg
Reamy, Margaret, Stafford.....	Heflin
Renfro, Kate Mitchell, Albany, Texas.....	Albany, Texas
Rice, Charlotte, Northumberland.....	Heathsville
Rice, Julia Latane, Essex.....	Ozeana
Rice, Mary Beverly, Fredericksburg.....	Fredericksburg
Richards, Clara Collins, New Kent.....	Tunstall
Richardson, Mary Minor, King and Queen.....	Indo
Riker, Marjorie T., Hanover.....	Ashland
Roberts, Blanche Wester, Isle of Wight.....	Windsor
Roberts, Lillie French, Isle of Wight.....	Windsor
Robertson, Thelma, Nansemond.....	Suffolk
Rogers, Corrinne Lucille, Lancaster.....	Millenbeck
Russell, Elizabeth, Fredericksburg.....	Fredericksburg
Sacrey, Margaret, Fredericksburg.....	Fredericksburg
Sandy, Louise, Essex.....	Millers Tavern
Saunders, Gertrude, Nansemond.....	Everetts
Sayre, Margaret Frances, Elizabeth City.....	Hampton
Scott, Bertha Wright, Amelia.....	Amelia
Scott, Ina Ethelwyn, Henrico.....	Rio Vista
Seay, Rosalie Maude, King and Queen.....	Walkerton
Shields, Josephine, Roanoke.....	Roanoke
Shuman, Lois Marie, Caroline.....	Guide
Smith, Elizabeth Ada, Northumberland.....	Coan
Smith, Elizabeth J., Spottsylvania.....	Summit
Smith, Ell H., Caroline.....	Croxton
Smith, Ethel J., Caroline.....	Blantons
Smith, Mary E., Richmond City.....	Richmond
Spindle, Josephine, Essex.....	Loretto
Spindle, Sarah Burke, Essex.....	Loretto
Sprinkel, Fay McEnery, Madison.....	Wolftown
Stoneham, Blanche, Lancaster.....	Molusk
Stoneham, Garland, Lancaster.....	Molusk
Straughan, Garland Lee, Richmond County.....	Warsaw
Sydnor, Nora Lee, Richmond County.....	Warsaw
Tackett, Sophie F., Alexandria.....	Alexandria
Tall, Nannie Lee, Newport News.....	Newport News
Tanner, Grace K., Lynchburg.....	Lynchburg
Taylor, Eleanor Echols, Hanover.....	Taylorville
Taylor, Ina Frances, Northampton.....	Cape Charles
Tennis, Norine King, Elizabeth City.....	Hampton
Tillage, Laura, Gloucester.....	Gloucester Point
Torbert, Mannie Dalby, Northampton.....	Chesapeake
Towles, Helen B., Lancaster.....	Molusk
Travis, Minnie L., Bristol.....	Bristol
Turner, Mary Thelma, Richmond.....	Richmond
Vaughan, Rubie E., King and Queen.....	Cumnor
Walker, Eleanor Embrey, Orange.....	Somerset
Walker, Mabel Murray, Albemarle.....	Ivy
Ward, Marie, Newport News.....	Newport News
Waring, Lillian Hill, King William.....	Palls

NAME—COUNTY OR CITY	ADDRESS
Warren, Alice Eason, Northampton.....	Cape Charles
Washington, Georgia L., King and Queen.....	Crouch
Washington, Julia Latane, Westmoreland.....	Oak Grove
Westbrooke, Sinclair, Danville.....	Danville
White, Margaret Irvine, Augusta.....	Churchville
Wilkins, Lucy Virginia, Fairfax.....	Herndon
Wood, Elsie A., Fredericksburg.....	Fredericksburg
Wright, Augusta, Essex.....	Tappahannock
Wright, Laura Mason, Orange.....	Gordonsville
Wright, Louise Gertrude, Orange.....	St. Just
Yager, Virginia Martha, Orange.....	Somerset

The Following are the State Minimum Requirements for a First Grade (Four-Year) High School.*

English	4 units
Mathematics	3 units
History	2 units
Science	2 units
Electives	5 units
<hr style="width: 100%;"/>	
Total	16 units

FIRST YEAR

REQUIRED UNITS

English (1 unit)—Grammar and Composition and Spelling, four times a week; †Classics, once a week.

Mathematics (1 unit)—Algebra; review of Arithmetic.

ELECTIVES (2 UNITS)

Physical Geography and Agriculture (1 unit); Ancient History (1 unit); Manual Arts (1 unit); Latin (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

SECOND YEAR

REQUIRED UNITS

English (1 unit)—Composition and Rhetoric and Spelling, three times a week; †Classics, twice a week.

Mathematics (1 unit)—Algebra; Plane Geometry.

ELECTIVES (2 UNITS)

Medieval and Modern History (1 unit); Science (1 unit)—Botany and Zoölogy, or Botany and Agriculture; Manual Arts (1 unit); Latin, four books Cæsar (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

THIRD YEAR

REQUIRED UNITS

English (1 unit)—Composition and Rhetoric and Spelling, three times a week; †Classics, twice a week.

Mathematics (1 unit); Algebra and Geometry.

*This is published for ready reference to the State Course of Study.

†See Classics, page 94.

ELECTIVES (2 UNITS)

English History (1 unit); Physics (1 unit); Manual Arts (1 unit); Latin, six orations of Cicero (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

FOURTH YEAR

REQUIRED UNITS

English (1 unit)—Composition and Literature, three times a week; Grammar and Spelling, twice a week.

History (1 unit)—United States History and Civics.

ELECTIVES (2 UNITS)

Solid Geometry and Trigonometry (1 unit); Chemistry (1 unit); Manual Arts (1 unit); Latin, six books of Virgil's *Æneid* (1 unit); German (1 unit); French (1 unit); Spanish (1 unit).

Review of arithmetic is not counted toward the fulfilment of the unit in first-year mathematics. It is presumed that this subject is mastered in the grammar grades, but whenever this has not been done certain portions should be thoroughly reviewed before the high-school course is completed. The full four-year course in mathematics contemplates two units of algebra, one of plane geometry, including the original exercises, one-half unit in solid geometry, and one-half unit of trigonometry. However, only the two units of algebra and one of plane geometry are required. The outlines are so arranged that these various subjects may be studied in consecutive terms or years.

Commercial geography may be substituted for agriculture.

Manual arts may include any or all of the following subjects: Manual training, drawing, cooking, and sewing.

If any foreign language is chosen as an elective, it must be taught throughout two years.

A unit is understood to mean a recitation of forty minutes, five times a week for thirty-six weeks, devoted to the completion of an assigned amount of subject matter.

In laboratory work demanded by the sciences and manual arts, an eighty-minute period is required as the equivalent of a forty-minute recitation period.

While science and history in the course of study of the First Grade High School are placed under electives, in order to avoid confusion, it will be noticed that at least two units of each are required to be taught, and schools may provide four full units in either subject. Whether these two units shall be distributed over the four years or taught in two years is left to the discretion of the local school authorities.

†CLASSICS

The following selections from English and American Literature are suggested for the guidance of the teacher. Five numbers of each group are to be studied in the year assigned, except in the fourth year, when six should be chosen. It is expected that the teacher, in making selections, will provide for the various phases of literature. The method of teaching will have to be adapted to the time allotted to classics in the course of study, as well as to the maturity and interests of the students.

FIRST YEAR

FIVE TO BE SELECTED

1. Shakespeare's *Julius Cæsar*.
2. Cooper's *The Last of the Mohicans*.
3. Dickens's *A Tale of Two Cities*.
4. Longfellow's *The Courtship of Miles Standish*.
5. Scott's *Lady of the Lake*.
6. Irving's *The Sketch Book*.
7. Macaulay's *The Lays of Ancient Rome*.
8. Defoe's *Robinson Crusoe*.
9. Stevenson's *Treasure Island*.
10. Southern Short Stories. The following are suggested: Poe's *Fall of the House of Usher*; Page's *The Burial of the Guns or Marse Chan*; Cable's *Jean-ah-Poquelin* or *Posson Jone*; Harris's *Free Joe* or one of the *Uncle Remus Tales*; Allen's *King Solomon of Kentucky*; one of Charles Egbert Craddock's stories, and possibly selections from the long stories of a few other authors of the South.

SECOND YEAR

FIVE TO BE SELECTED

1. Shakespeare's *The Merchant of Venice*.
2. Scott's *Ivanhoe*.
3. Coleridge's *Ancient Mariner*.
4. Lowell's *The Vision of Sir Launfal*.
5. Franklin's *Autobiography*.
6. Whittier's *Snow Bound*.
7. Dickens's *David Copperfield*.
8. Goldsmith's *The Vicar of Wakefield*.
9. Bunyan's *Pilgrim's Progress*.
10. Selections from Southern Poets. The following are suggested: Poe's *To Helen*, *Israfel*, *Ulalume*; Lanier's *The Revenge of Hamish*, *Song of the Chattahoochee*; Timrod's *Spring* and *A Common Thought*; several patriotic poems, as Hayne's *McDonald's Raid*; O'Hara's *The Bivouac of the Dead*, etc.

THIRD YEAR

FIVE TO BE SELECTED

1. Shakespeare's *As You Like It*.
2. George Eliot's *Silas Marner*.
3. Hawthorne's *The House of Seven Gables*.
4. Carlyle's *Essay on Burns*.
5. Palgrave's *Golden Treasury*.
6. Ruskin's *Sesame and Lilies*.
7. Scott's *Quentin Durward*.
8. Mrs. Gaskell's *Cranford*.
9. Tennyson's *Lancelot and Elaine*, *The Passing of Arthur*, *Gareth and Lynette*.
10. Orations. The following are suggested: Clay's *Compromise of 1850*, Calhoun's *Last Speech*, Grady's *The New South*.

FOURTH YEAR

SIX TO BE SELECTED

1. Shakespeare's *Macbeth*.
2. Thackeray's *Henry Esmond*.
3. Washington's *Farewell Address*.
4. Webster's *First Bunker Hill Oration*.
5. DeQuincey's *Joan of Arc*, and *The English Mail Coach*.
6. Emerson's *Essay on Self-Reliance*, and *Essay on Nature*.
7. Macaulay's *Essay on Milton*.
8. Addison's *The Sir Roger de Coverley Papers*.
9. Milton's *L'Allegro*, *Il Penseroso*, *Comus*.
10. Browning's *Cavalier Tunes*, *The Last Leader*, *How They Brought the Good News*, *Evelyn Hope*, *Home Thoughts From Abroad*, *Home Thoughts From the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

This school will accept for entrance requirements, either the distribution of units according to the State High-School Course given above, or the following distribution:

English	4	units
Mathematics	1½	units
History	1	unit
Science	1	unit
Electives	8½	units
		<hr/>
		16 units

Application for Admission

STATE NORMAL AND INDUSTRIAL SCHOOL FOR WOMEN FREDERICKSBURG, VIRGINIA

1. Applicants for admission will please fill out this blank form, in their own handwriting, and forward it to the President of the School as early as practicable.

2. Prompt attention to this is urged in order to have a room in the dormitory reserved.

3. It is advisable that all applicants write the President of the School, stating fully the schools they have attended, and the work they have completed.

4. Mail this blank to

E. H. RUSSELL, *President*,
Fredericksburg, Va.

Date....., 19....

1. Name..... 2. Age.....
3. Post-office
4. County
5. Name of parent or guardian.....
6. (a) What school did you last attend?.....
(b) Are you a graduate?..... (c) If not, number high-
school sessions completed.....
7. Do you hold a teacher's certificate?..... 8. Grade.....
9. Have you taught?..... 10. How long?.....
11. Is your health good?.....
12. Do you wish a room reserved for you in the dormitory?.....
13. Do you wish a State appointment entitling you to free tuition?
..... 14. If so, is it your intention to teach in
the public schools of Virginia?.....
Free tuition is given a limited number of those who have taught or expect to
teach in the Public Schools.

Name in full.....

If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend.....
for appointment as a State Scholarship student.

(Signed).....
Superintendent of Schools.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard, near St. Dunstons

1699

By Authority

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